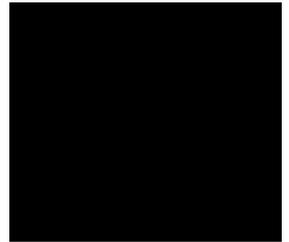


2013 Annual School Report Hunter School of the Performing Arts

Performing at Our Best

NSW Public Schools – Leading the way



Education &
Communities



Our school at a glance

Students

Hunter School of the Performing Arts is a Year 2-12 Community School, with specialist enrolment through audition for gifted and talented students in the performing arts. At the start of 2013 the school had 1192 students from Years 2-12 enrolled across six stages of learning (Stage One-Stage Six). The Junior School's total enrolment (Years 2-4) was 44 in total, consisting of 8 male and 36 female students. The Middle School's total enrolment (Years 5-8) was 472, consisting of 115 male and 357 female students. The Senior School's total enrolment (Years 9-12) was 666 consisting of 207 male and 459 female students.

Staff

The school has an innovative, experienced and committed staff, which expects and achieves high learning outcomes from all students. The teaching staff comprises specialist performing arts staff in Dance, Drama and Music and well-experienced teachers of traditional and emerging subjects in primary and secondary English, Mathematics, Human Society & Its Environment, Science, Technology and Applied Sciences, Visual Arts, Languages Other Than English and Personal Development, Health, Physical Education.

The school's staff commit to supporting the performing arts activities of all students. Staff willingly gave their time to assist in the co-curricular and extra-curricular activities of all students. Teaching staff undertook various leadership and management roles within the school, and were ably supported by a dedicated team of Administrative Support Staff, Learning and Support Staff and General Assistants.

The school is committed to providing an all-round high quality education, working in close partnership with the community. Staff provide opportunities for all students to be confident and creative, to have a positive attitude towards learning and to strive towards excellence. Staff encourage students to show respect for the rights of others and to value the environment.

All teaching staff meet the professional requirements for teaching in NSW public schools, and many cases exceed them with many staff possessing higher research diplomas or degrees.

Significant Programs and Initiatives

A full year's program of quality educational and community use of the Hunter Theatre was achieved in 2013. This multi-million dollar teaching and learning facility continued to support in-school performance, entertainment training initiatives and community activities, being in use over 95% of the year.

In 2013, the school focus was on the preparation for implementation of the *Australian Curriculum*. The school received additional funding to provide release time for professional learning, planning and resourcing.

Over \$74,000 of Teacher Professional Learning Funds were allocated to continue support staff to manage new curriculum implementation, cross stage consultation, program differentiation and accommodations across the junior, middle and senior years. This curriculum approach, which guarantees quality teaching and learning programs across the Stage 1-6 spectrum, is a benefit that few schools can offer.

The school collaborated with Mayfield West Demonstration School in a successful submission for a \$10000 grant to be part of a Differentiated learning project with 20 other schools across the state. Teams of primary and secondary staff across four key learning areas developed units of work which were submitted for use as a State resource.

At the beginning of 2013 the Federal funding for the Digital Education Revolution concluded and a final allocation of laptops were provided to the school. The decision was made to issue the laptops to Year 9 in order to maintain momentum in the school's commitment to 21st century learning and while the school developed policy and planning around the implementation of Bring Your Own Device. Consultation was held with staff student and parents during Semester 2 around the policies and protocols that would enable students to bring their own technology to connect with the schools' secure network.

The school expanded its staffing and began the final phase of restructuring into a seamless Year 2-12 centre of excellence in the Hunter/Central Coast Region. The junior, middle, senior school structure continued to enhance opportunities of excellence in the academic, artistic, sporting, welfare, vocational and leadership spheres, with support structures in place for the multiple entry

points of its students. In 2012, 83 students seamlessly transitioned from Year 6-7 at Hunter School of the Performing Arts, which represented a 98% retention rate. These students reported high levels of social support as they transitioned within the school from primary to secondary. The majority of new enrolments occurred in Years 4-7, the middle years. An indication of support for the schools' junior, middle, senior years structure is the rise in enrolment applications from 400 in 2008 to over 600 in 2012.

The school continued its involvement in the Premiers' Sporting Challenge across Stages 2-6. Students also engaged with the Premier's Spelling Bee, the Premier's Service Learning Challenge, the Premier's Debating Challenge and the Premier's Reading Challenge.

Student Achievement in 2013

School achievement is described later in this document in terms of actual results, comparisons with Statistically Similar Groups (SSG), State Averages and National Benchmarks. The National Assessment Program: Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 & 9 commenced in 2008. In NAPLAN, Year 3, 5, 7 & 9 assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)
Yr 7: from Band 4 (lowest) to Band 9 (highest)
Yr 9: from Band 5 (lowest) to Band 10 (highest)

The Essential Schools Science Assessment (ESSA) in Year 8 and the Higher School Certificate (HSC) in Year 12 remain as NSW-based external assessments of student learning.

Literacy – NAPLAN Year 3

Year 3 students achieved results at a significantly higher level than SSG and State levels, with 69.3% of students recording an Overall Literacy (Reading, Spelling, Grammar & Punctuation and Writing) result in Bands 5-6 compared to 48.5% and 44.4% respectively.

Numeracy – NAPLAN Year 3

Year 3 students achieved results at a significantly higher level than State and SSG levels, with 64.3% of students recording an overall Numeracy result

in Bands 5-6 compared to 38.3% and 46.3% respectively.

Literacy – NAPLAN Year 5

Year 5 students achieved results at a significantly higher level than State and SSG levels, with 43.9% of students recording an Overall Literacy (Reading, Spelling, Grammar & Punctuation and Writing) result in Bands 7-8 compared to 36.8% and 34.1% respectively.

Numeracy – NAPLAN Year 5

Year 5 students achieved results at a significantly higher level than State and SSG levels, with 28.6% of students recording an overall Numeracy result in Bands 7-8 compared to 28.1% and 27.0% respectively.

Literacy – NAPLAN Year 7

Year 7 students achieved results at a significantly higher level than State and SSG levels, with 55.1% of students recording an Overall Literacy (Reading, Spelling, Grammar & Punctuation and Writing) result in Bands 8-9 compared to 34.7% and 27.2% respectively.

Numeracy – NAPLAN Year 7

Year 7 students achieved results at a higher level than State and SSG levels, with 48.6% of students recording an Overall Numeracy result in Bands 8-9 compared to 36.5% and 27.1% respectively.

Literacy – NAPLAN Year 9

Year 9 students achieved results at a higher level than State and SSG levels, with 37.8% of students recording an Overall Literacy result in Bands 9-10 compared to 25.5% and 21.0% respectively.

Numeracy – NAPLAN Year 9

Year 9 students achieved higher band results at a similar level to state and SSG levels, with 32.0% of students recording an Overall Numeracy result in Bands 9-10 compared to 33.2% and 25.5% respectively.

Essential Schools Science Assessment Year 8

The results for the HSPA 2013 cohort continued the same pleasing pattern as previous years, with school averages continuing to be well above the state and SSG averages in most areas assessed.

For Overall Science, 48.8% of students achieved Levels 5 and 6 compared with 34.8% of the State. Highlights in the 2013 results were an increase in students represented in higher bands, with boys in particular ten scales scores above the state average in the Extended Response Tasks.

Higher School Certificate - Year 12

Results were well above the state averages for many courses. 2013 represented another highly successful year for the HSC candidature at our school. A total of 62 Band 6 grades and 235 Band 5 grades were achieved by Year 12 students.

In Extension Courses, students achieved 7 E4 grades and 14 E3 grades, the top two bands.

This level of achievement was surpassed only by the Hunter/Central Coast Region's two academic selective high schools, placing Hunter School of the Performing Arts in a desirable position in terms of performing arts development, career pathways and tertiary entrance preparation.

Messages

Principal's Message

Hunter School of the Performing Arts is a Year 2-12 community school, which offers a comprehensive curriculum with a performing arts emphasis. Enrolment is by audition only. Students come from the Hunter Central Coast Region and some relocate from other parts of the state to attend our specialist school. A diverse range of abilities is catered for while students' interest and learning through dance, drama and music are emphasised and developed.

Our school community believes that the school should provide support for individuals to make responsible choices in a quality learning environment that promotes and values lifelong learning. The school is committed to the pursuit of excellence in all curriculum areas in a caring and creative environment that provides for the best outcomes for all students and promotes the performing arts.

Our school has a focus on quality teaching and learning practices to engage students and enhance learning in a 21st Century learning environment, building quality relationships through inclusivity and strong communication

with the school community and quality systems and management practices.

Our school has a school uniform code which is endorsed by the school community and which designed to enhance school pride, student safety and student wellbeing.

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

Mr Richard Jennings, School Principal

P & C President's Message

2013 has been another successful year at Hunter School of the Performing Arts, and our P&C. On behalf of parents and families, I would like to thank all teachers, school support staff, our Principal and executive for your care for our children, and commitment to providing such a unique and supportive education environment.

Our children are very fortunate to attend HSPA. Our school also has a wonderful community of parents and families who work very hard to support their children and the school, assisting with bands, companies, ensembles and the numerous creative, academic and sporting activities throughout the busy school year.

During 2013 our P&C has endeavored to support parents and families by providing access to school leadership, familiarisation with school facilities and resources plus information about changes and developments affecting the school and the teaching environment. We hope to continue this focus through the next 12 months.

At HSPA we are particularly lucky to have a wonderful canteen, with professional staff and committed volunteers. It is our canteen that provides the P&C with the majority of funds we use to support our school. In 2013, we were able to provide donations of over \$20,000 for school improvements including new BBQ facilities and renovations for a senior student study which we hope will benefit the students for years to come.

Our P&C subcommittees have also done a tremendous job this year supporting specific areas of our school. I would like to thank Primary subcommittee convenor Robyn Chisler, Canteen

subcommittee convenor Leigh Watson and Music subcommittee convenor, Colin O'Reilly for your leadership and your team's work during 2013.

Thank you to our Treasurer Lynne Guy and Secretary Peter Scott for their work during the year in facilitating our P&C activities.

As parents, we have enjoyed another great year at HSPA. We have been amazed again by many wonderful performances, concerts and exhibitions. We have watched HSPA students represent our school on stages and at events locally and across the country. We have read with pride our school's consistently outstanding academic results, particularly our 2013 HSC students, and cheered our sporting stars.

We look forward to 2014 with anticipation and thank again our school's leadership, teachers and support staff for your work with and for our kids.

Rob Cooper, 2013 P&C President

Student Representative's Message

Throughout 2013 HSPA students maintained the school motto by performing at their best by involved in representing our school across a variety of high profile events within our local and national community.

The year 12 students of 2013 had an outstanding number of nominations for encore, onstage and call back and across the whole board did very well, coming second to only Merewether in the Hunter Region.

Our school was heavily involved in Starstruck and NSW Schools Spectacular ranging from the roles of soloist and ensemble singers and dancers, orchestra members and the backstage and technical crew. Our schools various specialist dance and drama ensembles performed at Regional and State Festivals. In May, the Junior and Senior Concert Bands, the String Orchestra and Stage Band competed in junior and open grades at the National Eisteddfod which is held in Canberra. They won 4 out of the 5 platinum awards given out during the competition.

At the end of term 3, Stage Band and Senior Choir travelled to central western NSW to participate in the community based Morambilla Choir Festival. During the holidays directly after this tour, the cast and orchestra of *How to Succeed in Business*

Without Really Trying were busily preparing for this production of this hugely successful musical.

The 2013 Asia Pacific Games were hosted in our home town, bringing international recognition to our Marching Band and Millabah, who performed in the opening ceremony. A number of other students were involved in the technical crew in preparing and running the opening ceremony.

During their volunteering week, Year 10 students completed various tasks around the school such as: murals in the main quad, repainting benches and classrooms, and creating colourful table tops.

Not only does our school represent and achieve in performing arts but we also had a large number of students competing through to state and national level for a number of sports.

Millabah, our schools Aboriginal Dance Ensemble conducted workshops with primary schools around the region and performed at various events such as NAIDOC week, the NRL's First Nations Goannas v's Knight game as well as featuring at Star Struck and School Spectacular.

Something new our school was involved in throughout 2013, was a chess tournament. It was a great success with a team of five representing the school at the finals and coming third overall.

Many of our students also find the time to fundraise to support others in need. Harmony Day, Shave for a Cure, World Challenge and a sleepover in the bini for the 40-hour famine were just a few of the organisations that benefited from our schools generosity. The SRC was comprised of a number of students from year 7 to year 12 and they along with the Senior Student Executive were behind the majority of organisations for these fundraisers.

The Senior Student Executive were involved in refining the process of House Captain selection, strengthening the links with our SRC, founding an SRC President role, organising a new senior common room, continuing, strengthening the leadership across the school and assisting the year groups with their assemblies. We feel extremely honoured and privileged to be leading this wonderful school and are looking forward to being a part of another successful year at HSPA.

Hannah Gardner, James Coates, School Captains

School Context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment Profile

Students are drawn from a wide area of the Hunter/Central Coast Region. This includes travelling distances of up to two hours each way for students, who are very keen to participate in the mainstream and extra-curricular programs offered at Hunter School of the Performing Arts.

Student Enrolment Years 2-6

	2009	2010	2011	2012	2013
Male	28	28	38	35	36
Female	96	101	123	125	128
Total	124	129	161	160	164

Student Enrolment Years 7-12

	2009	2010	2011	2012	2013
Male	280	298	287	291	290
Female	682	704	701	677	701
Total	984	1002	998	968	991

Years 2-12 Student Attendance Profile

School attendance can be affected by performance commitments for external performing arts activities. Significant travel times are faced by many students, which impacts on their attendance patterns. The Attendance Office ensures that students are supported to attend school as often as possible.

Student attendance is consistent with the state average.

Years 2-6 Student Attendance

Percentage of Full Student Attendance				
	Year	2011	2012	2013
School	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	93.8	95.3	94.9
	3	94.4	95.6	95.6
	4	94.2	93.6	95.0
	5	94.3	94.4	94.6
	6	93.5	93.4	94.8
	Total	93.9	93.9	94.8

Monitoring Non-Attendance

The school acknowledges the need to be supportive of students involved in performing arts commitments, but continues to reinforce the importance of attendance at all classes so as to take advantage of the teaching and learning activities offered in this specialist environment. The school concluded monitoring attendance through the integrated *Millennium* software package, including the full adoption of electronic period by period marking.

Strong interaction with parents occurred in 2013 concerning student absences. All absences were considered to be genuine. Some absences reflect professional performing arts opportunities or for family commitments and travel.

Primary Department Class Sizes

In March 2003, the State Government announced its commitment to publish Primary class sizes in Annual School Reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2013 class size audit conducted March 2013.

2013 Primary Class Size Table				
Primary Grade	Primary Class	Total/Class	Class Size	Total/Grade
Two	2/3L	5	19	5
Three	2/3L	14	19	9
Four	4MB	28	28	28
Five	5F	30	30	60
	5P	30	30	60
Six	6K	30	30	60
	6M	30	30	60

Structure of Primary Classes

Primary classes were staffed in accordance with the NSW DEC Class Size policy.

The Primary Department's six classes were organised around a smaller junior and larger middle year's structure. Primary educational activities operate on a Year 2-6 Whole Primary, Year 2-4 Junior School or Year 5-8 Middle School basis, including policy and educational links to Year 12 and the HSC.

Year 7-12 Student Attendance

Percentage of Full Student Attendance				
	Year	2011	2012	2013
School	7	93.7	95.1	92.5
	8	92.8	94.0	92.2
	9	91.3	93.5	92.4
	10	89.8	91.9	91.1
	11	89.8	92.0	89.4
	12	89.6	87.6	90.1
	Total	91.2	92.5	91.3

High Year 7-12 attendance reflects strong student satisfaction with the school. This is especially pleasing given the distances to travel and performance commitments, which students have. The school significantly outperforms regional and state averages for attendance. Whilst senior school attendance is affected by performing arts commitments and distances travelled both to/from HSPA, Year 11-12's attendance continues to remain higher than SSG and State averages.

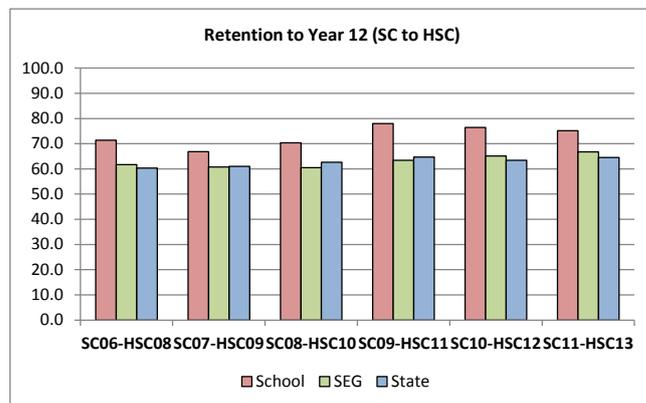
Retention to Year 12

At the end of Year 10, the school retains a higher number of Year 10 students through to Year 12 than SSG and state averages. Significant numbers of students successfully audition for placement in Year 11 at the school each year. These students must make the commitment to study a performing arts subject at HSC level.

The table and graph below shows that the school's retention rates continue to remain higher than comprehensive high schools. This is especially pleasing as students in those schools do not have the significant and additional travel and performance requirements of students at Hunter School of the Performing Arts.

Some Year 10-11 students do make the decision to return to study for their Higher School Certificate at their local comprehensive high school. For students who leave the school, most either return to their local high school, commencing employment, or move onto full-time study within the TAFE or Arts sectors.

Retention to Year 12 (SC-2011 to HSC-2013)					
	SC07 - HSC09	SC08 - HSC10	SC09 - HSC11	SC10 - HSC12	SC11- HSC13
HSPA	66.9	70.4	78.0	76.4	75.1
SSG	60.7	60.5	63.5	65.1	66.7
State	61.0	62.7	64.4	63.4	64.5



Post-School Destinations

From 143 enrolled HSC students at HSPA in 2013, 67% were offered a place at university level, which is commensurate with previous years and represents twice the State average. Fifteen percent went on to study at TAFE or a private vocational college, 8% commenced traineeships and apprenticeships, with the remaining 12% engaging in full-time employment.

Year 12 Students Undertaking VET Training

In 2013, 41% of Year 12 students undertook studies in vocational or trade training. Thirty One Year 12 students were enrolled in TAFE TVET programs. School-based traineeships were completed by 3 students, whilst 25 students completed school-based Entertainment Industry or hospitality VET programs.

Year 12 students attaining HSC or equivalent Vocational Educational Training qualification

From a total of 143 students, 98% of the candidature attained the HSC credential. Four students left school at end of 2013 with partially completed HSC programs with plans to continue through a TAFE pathway.

Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff Establishment

The school operates with both primary and secondary school components to its staffing in traditional areas and across the middle school.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Less than 5% of staff identify as being of Aboriginal/Torres Strait Islander descent.

Staff Retention

Retention rates continue to be high at the school, reflecting its specialist nature and position as a rewarding workplace. Staff may leave the school through promotion, retirement or transfer.

In 2013, there were three retirements from the Mathematics Faculty including Head Teacher Mr Ian Stockings, Mrs Wendy Baker and Mrs Judy Dawes. Mrs Deborah Carlson retired from TAS Faculty and Mrs Christine Fletcher from Primary.

Staffing Services approved panels to be formed to merit select staff for these positions: Mrs Cassandra Portelli was appointed Mathematics Head Teacher. Mrs Courtney Cerato and Ms Toni Wotherspoon were also appointed to the Mathematics Faculty. Ms Bianca Posavec was appointed as Primary Class/Drama teacher.

In Science, Mrs Shelley Ewer replaced Dr Hamed who separated from the DEC in August. A panel was formed at the end of 2013 to merit select the TAS vacancy, which will be finalised early in 2014.

Teacher Qualifications

All staff met the professional requirements for teaching in NSW Public Schools. Many of our staff have postgraduate qualifications in the performing arts or have studied at Masters and Doctoral level. The school also supports staff to gain qualifications with the NSWIT.

Qualifications	% of staff
Undergraduate Degree or Diploma	100
Postgraduate Degree or Diploma	17

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Sound financial management decisions have placed the school in a strong fiscal position. The school's Senior Leadership Team and Finance Committee support the Principal to develop the School Budget. Some funds have been held in

reserve for the completion of Hunter Theatre refurbishment and maintenance, and replacement of grounds maintenance equipment.

Further details concerning the school's Financial Statement can be obtained from the school.

A full copy of the school's 2013 Financial Statement is tabled at a meeting of the school's P&C. Further details concerning the statement can be obtained by contacting the school.

Balance brought forward	715 817.28
Global funds	850 763.34
Tied funds	286 403.07
School & community sources	1 225 981.79
Interest	26 832.93
Trust receipts	239 696.87
Canteen	0.00
Total income	3 345 495.28
Expenditure	
Teaching & learning	
Key learning areas	226 901.15
Excursions	212 910.22
Extracurricular dissections	563 879.89
Library	15 847.52
Training & development	70 625.27
Tied funds	284 375.50
Casual relief teachers	198 202.74
Administration & office	358 360.13
School-operated canteen	0.00
Utilities	196 867.61
Maintenance	41 626.68
Trust accounts	268 747.24
Capital programs	115 655.15
Total expenditure	2 553 999.10
Balance carried forward	791 496.18

School Performance 2013

Hunter School of the Performing Arts continues to hold a strong and unique position in Hunter/Central Coast Region, both in terms of achievement in the performing arts and in the academic and sporting fields. The school's 2013 HSC results placed it in the top 150 schools in New South Wales, public or private.

Achievements

Arts

- An *Orientation Concert* was held at the Civic Theatre, Newcastle to launch the 2013 scholastic year. This concert featured many performances by students from existing Dance, Drama and Music ensembles from Years 2-12 and outstanding 2012 HSC performances. A second concert *Oh What a night* was held in the evening to an audience of over 400 patrons.
- Nearly 2000 students, parents and community members attended the school musical *How to Succeed in Business Without Really Trying*. Directed by Mr Kavanagh with musical direction by Mr Rowlatt, two casts performed a season of six shows. Students from the Theatre Training Group and Entertainment Industry Theatre courses acted as production assistants.
- The entire 2013 Visual Arts Body of Work Exhibition was held in the Hunter Theatre and was expanded to include the Digital Media components of Visual Arts.
- Seven HSC drama performances were nominated and three were selected for inclusion in *Onstage*. Jesse Alston and Teagan Pederson had their individual performances nominated and Jesse Alston, Teagan Pederson, Luke Jarvis, Jonathan Munday and Cheyanne Ham had their group piece selected for inclusion.
- Ten HSC Dance students had their HSC practical works nominated for inclusion in *CALLBACK*. Elena Savovski, Jaimie Dicks, Kendell Downton Scott Eveleigh, Nicholas Hartley, Madeleine Magennis, Alexandra Bailey, Sarah Latham, Courtney McDonald and Tegan O'Connor. Three students, Courtney McDonald, Kendell Downton and Madeleine Magennis were selected for inclusion.
- The Year 2-12 Public Speaking Competition continued in 2013. Sixteen primary students and 24 secondary students competed.
- The school entered all three secondary levels of the Premier's Debating Challenge, with outstanding success in this state-wide competition. Teams participated in competition at zone and regional level.
- Seven students from years 10 and 11 competed in the Lions Club Youth of the Year contest.
- Forty-three performances from 21 HSC Dance students were nominated for *CallBack*, Madeleine Magennis, Kendell Downton and Courtney McDonald were successful.
- HSC Drama received 13 nominations for *Onstage*, the showcase of the best HSC Drama practical performances. Teagan Pederson and Jessie Alston received individual nominations. And were selected for inclusion. The group devised performance; *Tomb Tied* by Jesse Alston, Cheyanne Ham, Luke Jarvis, Teagan Pederson and Jonathan Munday was selected for inclusion in *OnStage* in the same event.
- Primary and Secondary Dance Companies were invited to perform at the State Dance Festival. Jasmine Bard was selected for the State Dance Ensemble.
- The Primary Wind Ensemble and Primary String Orchestra performed at the Mimosas Concert in the NSW Arts Unit Festival of Instrumental Music at the Sydney Opera House.
- Ryan Jones of Year 9 successfully auditioned for the Arts Unit's State Drama Ensemble.
- Djalar Donovan, Sian Filipo, Mililma May and Leonie Whyman continued their participation in the *NSW Public Schools Aboriginal Dance Company*, run in conjunction with Bangarra Dance Theatre.
- Students from HSPA were strongly represented at the Hunter Region Dance Festival by all Primary and Secondary Dance Ensembles.
- HSPA was strongly represented in the 2013 Hunter Region Starstruck performances of *The Twenty First* as dancers, dramatists, choristers, members of the Starstruck Orchestra and stage crew. The school also had a number of students featured as solo dramatists, dancers, instrumentalists and vocalists.
- Stage 2 and Stage 3 Drama Ensembles performed at the Hunter Drama Festival.
- Fifty Year 7-11 students performed at the Schools Spectacular at the Sydney Entertainments Centre, with Mrs Joanne Thorne being a segment choreographer.
- The Music Department was well represented at the NSW School Spectacular in Sydney. Sophie Curtis was a featured artist.

- A series of *HSPA Showcase Concerts* were held in 2013 to highlight performances of students in Dance Drama and Music from Years 4-12.
- A total of five different music showcase concerts gave students the opportunity to perform in the Hunter Theatre. Each concert had a different line up of regular ensembles and solo items. Many Year 12 students used these concerts as valuable HSC preparation. The featured ensembles included Senior Concert Band, Junior Concert Band, String Orchestra, Percussion Ensemble, Senior Choir, Senior Vocal Ensemble, Middle School Choir, Junior Stage Band and Senior Stage Band.
- The Marching Band performed at a number of prestigious events including the Australia Day Parade, Hamilton Food Festival, Newcastle Show Opening Ceremony, Newcastle Anzac Day Parade, Scone Horse Festival, the Opening of the World Special Youth Olympics and Buddy Walk for Down's Syndrome Research.
- The Stage Band, Senior Choir and Senior Vocal Ensemble performed at the Moorambilla Festival at Coonamble. They did a range of performances and workshops with rural and remote schools.
- The Middle School, Senior Choirs and the Senior Vocal Ensemble participated in a range of workshops with *The Song Company* and Roland Peelman. The same ensembles also received expert tuition from renowned international conductor and composer Paul Jarman.
- The Senior Stage Band performed at Hamilton Festival, Scone Horse Festival and the Newcastle Jazz Festival.
- The *HSPA Shakespeare Festival* provided all Year 9-11 Drama students with the opportunity to experience the bard, culminating in a *Shakespeare Showcase* event.
- Mathew Bradford, Harry Gelzennis, Jolie Brennan and Sophie Curtis were selected in the 2013 Talent Development Project intake.
- Brendan Gordon was nominated and selected to perform at *Encore*, the concert of outstanding HSC performances at the Sydney Opera House for his Music 1 performance. Tom Schien performed to an exemplary level and was nominated for *Encore* for his Music 2 and Extension performances.

Sport

- Year 7, 8 and 9 students were involved in rotations of team competitions during school sport. Points were awarded to the sporting houses and interest and participation rates increased.
- The School Cross Country Carnival was attended by all of Years 2-8 and competitors from Years 9-12.
- Holly Fricker competed in the NSW CHS Trampoline Sport Championships and was placed 1st on trampoline, 3rd on tumbling, 2nd on Double mini trampoline and 2nd on mini trampoline.
- Holly Fricker received a Special Mention at the 2013 Hunter Secondary Schools Sport Association Annual Blues Award ceremony.
- Primary students participated in a range of rotational programs, including school aerobics, school gymnastics and ball games utilising new equipment obtained through the use of Premier's Sporting Challenge grants in 2010-13.
- One hundred sixty one Year 2-6 students and 360 Year 7-12 students participated in the semester-long Premier's Sporting Challenge. Students in all sections recorded a daily average of more than 60 minutes of physical activity per day. This achieved two Premier's Gold Medals for the school.
- The Year 3-12 Athletics Carnival was attended by all of Years 2-12. Student participation was high in the junior and middle years and excellent performances were recorded.
- Sixty-eight Year 7-12 students represented the school at the CHS Zone Athletics Carnival, with 9 students going on to represent the school and Zone at Regional or State.
- The school's Year 2-12 Swimming Carnival achieved an attendance rate of 85%.
- Fifteen Year 3-6 students represented the school at the PSSA Zone Cross Country.
- Twelve Year 3-6 students represented the school at the PSSA Zone Swimming Carnival with 2 students going on to represent the school and Zone at Regional or State.
- Year 7-12 students represented the school at the CHS Zone Swimming Carnival with a number

of students going on to represent the school and Zone at Regional or State.

- Thirty-eight 7-12 students represented the school at the CHS Zone Cross Country Carnival.
- School Representatives (PSSA and CHS) at Regional or State level included :

<i>Athletics:</i>	Holly Fricker Taylor Mansfield Leonie Whyman Denika Mantle Danielle Gee
<i>Artistic Gymnastics:</i>	Jamie Byrne Amber-Rose Rolph
<i>Hockey:</i>	Yasmin Skene
<i>Diving:</i>	Holly Fricker Ben Fricker Sam Fricker Heidi Fricker
<i>Baseball:</i>	Grant Harris
<i>Rhythmic Gymnastics:</i>	Jennifer Cooksley Hannah Fox
<i>Swimming:</i>	Laura Bard Gabbi Guihot Matilda Dickinson Clare Burgess
<i>Trampolining:</i>	Holly Fricker Ben Fricker Sam Fricker
<i>Touch Football:</i>	Sian Filipo Teagan Gee
<i>Tennis:</i>	Jens Sweeney Holly Pearce
<i>Softball Official:</i>	<i>Paige Hanna</i>
<i>Netball Official</i>	<i>Caitlin Gabriel</i>

Academic

- Twenty eight Year 6 students successfully achieved a Top 25% result in the Australasian Mathematics Olympiad.

- Martha Reece of year 7 won the Year 7-8 category of the Whitlam Institutes 2013 *What Matters* writing competition.
 - Eve Tobin of Year 11 won the poetry section Patrick White Young Indigenous Writers competition.
 - In July, 40 Year 9 and 10 students participated in the Newcastle University Science and Engineering Challenge. Students worked in teams to complete challenges including providing electricity to a model city, construction of hovercrafts, balloon-powered cars, eco-friendly model houses, propeller driven carts, robotic hands, model Mars rovers and bridges. HSPA placed 4th overall on the day.
 - One hundred and forty Year 5-6 students achieved 2 High Distinction, 27 Distinctions and 40 Credit results in the Newcastle Permanent Building Society Mathematics Competition.
 - One hundred and sixty one students from Years 2-6 participated in the Premier's Reading Challenge.
 - Twenty-eight students entered in the Australian Mathematics competition and were awarded 1 High Distinction, 3 Distinctions and 7 Credits.
 - Thirty-six Year 3-10 students entered the University of New South Wales' International Competitions Assessment Scheme and achieved 1 High Distinction, 24 Distinction and 62 Credit results in the English, Writing, Spelling, Mathematics, Science and Computing Competitions.
- ### **Other**
- Twenty-four students accompanied Ms Jessica Miller in the World Challenge excursion to India to help improve school facilities for underprivileged students. The students held fundraising events during the term to resource the cost of improving water supply and roofing on the school.
 - HSPA Languages teacher Mrs Pamela Burns and Mrs Daniela Philips escorted 11 students on an excursion to China where they visited a number of schools in Shanghai, including students who had visited HSPA earlier in the year.
 - The Kickstart program continued during 2013 with high student participation. *Kickstart* was designed as an HSC Examination Preparation Program. It consisted of 90-minute weekly

tutorial sessions, during Terms 2-3. Evaluation of students revealed that 100% found value in the course and would recommend it to incoming Year 12 students. Ninety percent cited *Kickstart* as an adjunct to increased results in HSC English and an

- Year 10 student Arlo Alexander- Meylan was appointed to the YMCA New South Wales Youth Parliament. Arlo won the Best Speaker Award
- The Year 2-12 Public Speaking Competition continued in 2013. Twelve primary students and 20 secondary students competed.
- Four staff were nominated for National Excellence in Teaching Awards (NEiTA). Kylie Gardner, Wendy Leis, Elena Morris-Britten and Cassandra Portelli progressed through to the Regional rounds of the program with Mrs Portelli receiving a State award
- Our Year 6 Primary students had an opportunity to interview local Members of Parliament during their 3 day excursion to Canberra.
- The Primary Department's Student Parliament attended leadership training sessions at the Impact Leadership's Young Leaders Day.
- Year 7-11 SRC students successfully raised funds for local and state charities such as: Shave for a Cure and World Vision.
- All male Senior Student Executive members attended the Regional White Ribbon Breakfast as guests of the State Member for Newcastle, Mr Tim Owens.
- Year 7 students enjoyed a 3-day bonding experience at the Great Aussie Bush Camp, organised by Mr Mark Anderson as part of school peer support/pastoral care programs.
- Sixteen Year 9-10 students in the Enterprise Learning Group met each Wednesday in the Hunter Theatre Café to plan for catering under the leadership of Mrs Genia Struck.
- Students from all grades performed at the Senior Citizens Community Concert in December at the Hunter Theatre.
- At the end of 2013, all Year 10 students participated in the mandatory Crossroads program. This personal development, health and well-being course provided students with the opportunity to develop protective strategies to effectively cope with adolescent health and

social risks including drug use. Workshops were presented by Life Education and HSPA staff.

- Student *MindMatters* teams delivered welfare programs in drug and alcohol education, cyber-bullying and mental health and well-being.

Academic Examinations

NAPLAN (Years 3, 5, 7 & 9)

In NAPLAN, results across Years 3-9 in literacy and numeracy achievement are reported on a scale from Band 1 to Band 10. This achievement scale represents increasing levels of skills and understandings demonstrated in assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)

Yr 5: from Band 3 (lowest) to Band 8 (highest)

Yr 7: from Band 4 (lowest) to Band 9 (highest)

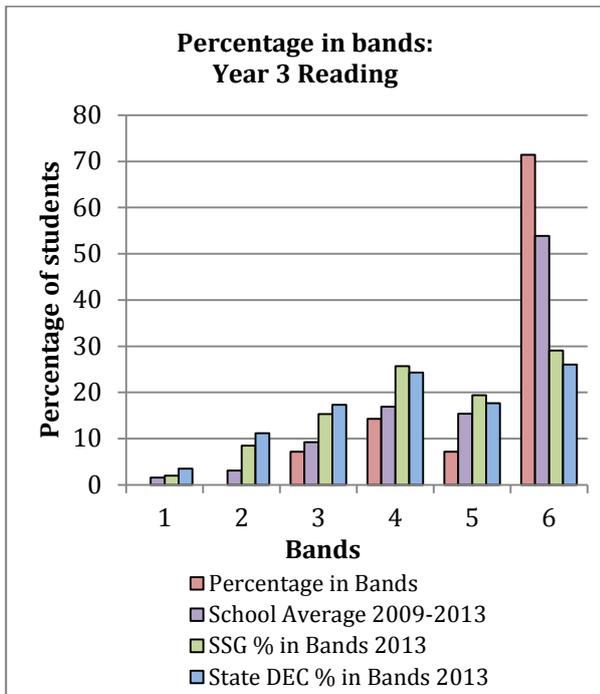
Yr 9: from Band 5 (lowest) to Band 10 (highest)

Literacy – NAPLAN Year 3

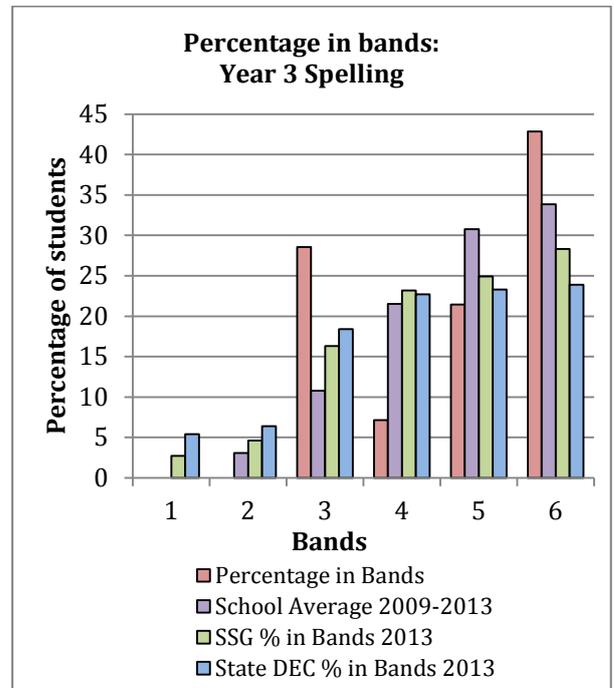
Fourteen Year 3 students achieved significantly higher results than students at Regional and State levels. Year 3 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 69.3%, 85.7%, 64.3% and 78.5% respectively achieving results in Bands 5-6 compared with averages of 43.7%, 50.2%, 47.2% and 51.8% for the state.

The cohort was underrepresented in Bands 1-4 for Reading, Writing, Spelling and Grammar and Punctuation, with 21.4%, 14.3%, 35.7% and 21.4% respectively. This compared very favourably with state averages of 56.3%, 49.8%, 52.9% and 48.8%.

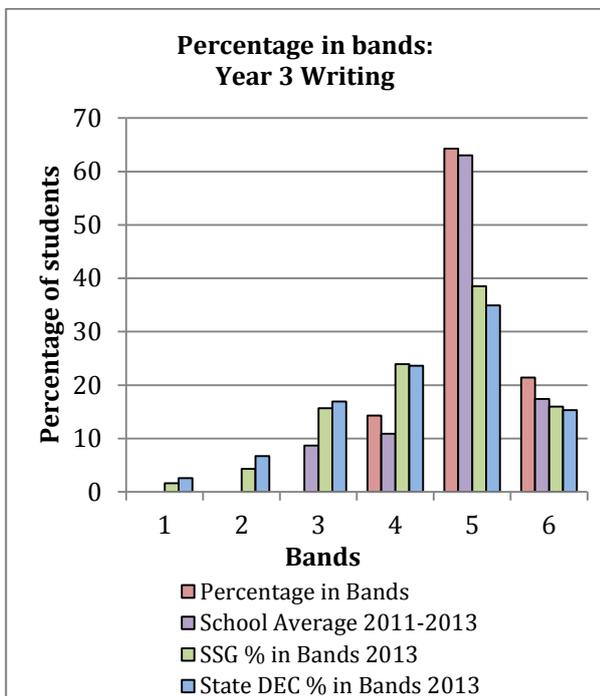
The school continued its delivery of a structured approach to the teaching of explicit comprehension strategies in guided reading throughout 2013.



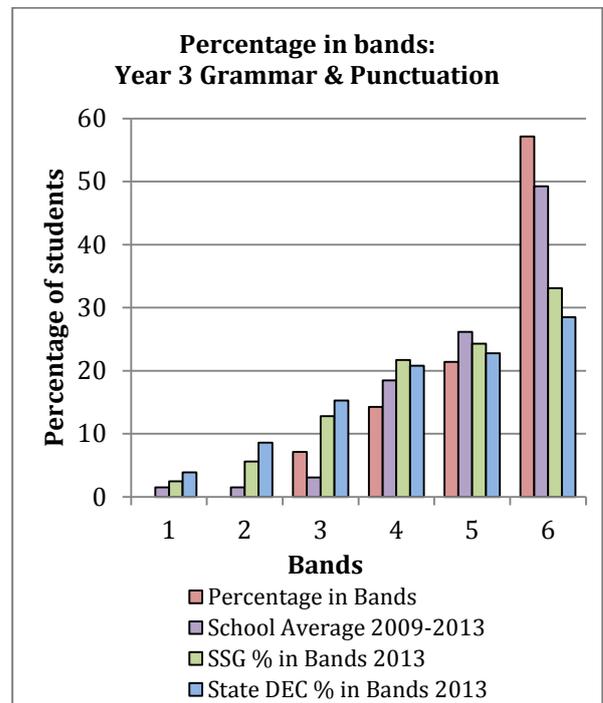
In Year 3 Reading, the school recorded an average mark of 499.2, compared with 430.1 for SSG and 418.7 for the State.



In Year 3 Spelling, the school recorded an average mark of 449.0, compared with 432.0 for SSG and 418.8 for the State.



In Year 3 Writing, the school recorded an average mark of 454.0, compared with 424.2 for SSG and 416.0 for the State.



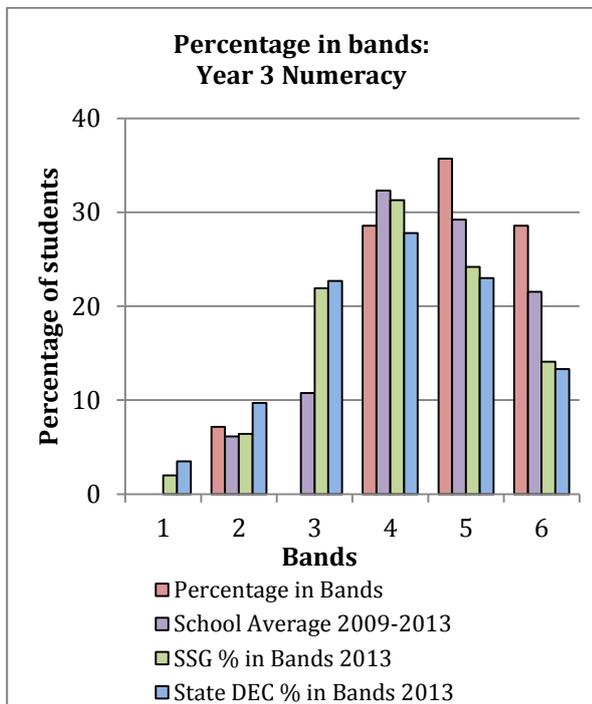
In Year 3 Grammar/Punctuation, the school recorded an average mark of 509.4, compared with 442.4 for SSG and 430.3 for the State.

Numeracy – NAPLAN Year 3

Fourteen Year 3 students achieved significantly higher results than students at Regional and State levels. Year 3 students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 64.3% achieving results in Bands 5-6 compared with an average of 46.3% for the state.

The cohort was only slightly represented in Bands 1-4 for Numbers, Patterns and Algebra, Measurement & Data and Space and Geometry, with 35.7% in these bands. This compared very favourably with the state average of 53.7%.

The school continued its delivery of cross grade, ability-based Mathematics groupings to explicitly deliver support, mainstream and acceleration programs throughout 2013.



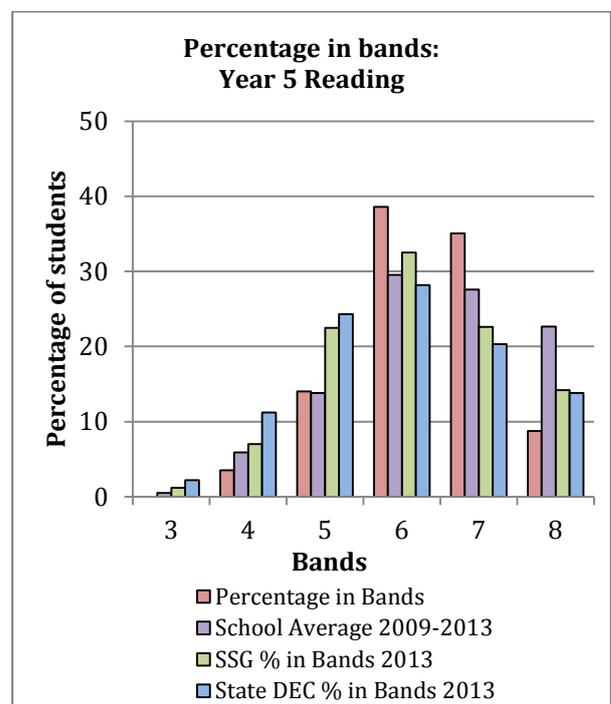
In Year 3 Numeracy, the school recorded an average mark of 444.6, compared with 407.1 for SSG and 400.2 for the State.

Literacy – NAPLAN Year 5

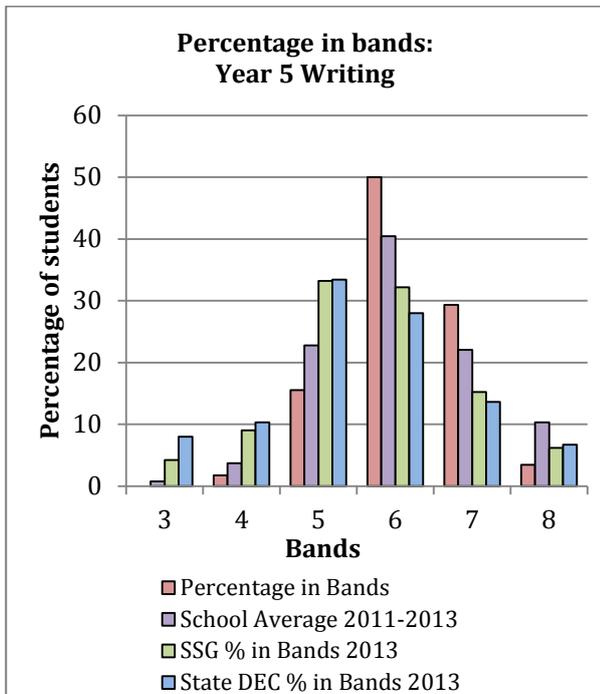
Fifty-seven Year 5 students achieved significantly higher results than students at Regional and State levels. Year Five students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 43.9%, 32.7%, 48.2% and 60.4% respectively achieving results in Bands 7-8 compared with averages of 34.1%, 20.3%, 36.0% and 28.8% for the state.

In Reading, Writing, Spelling and Grammar and Punctuation students 3.5%, 1.7%, 1.7% and 1.7% achieved results in Bands 3-4 respectively. This compared very favourably to the state averages of 13.4%, 18.3%, 16.1% and 16.7% for the lower two performance bands.

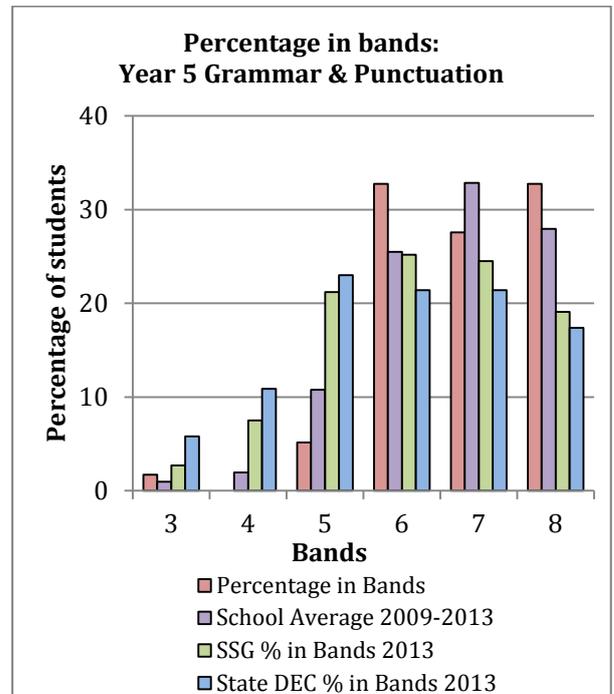
The school continued its delivery of a structured approach to the teaching of explicit comprehension strategies in guided reading throughout 2013.



In Year 5 Reading, the school recorded an average mark of 526.5, compared with 509.6 for SSG and 500.6 for the State.

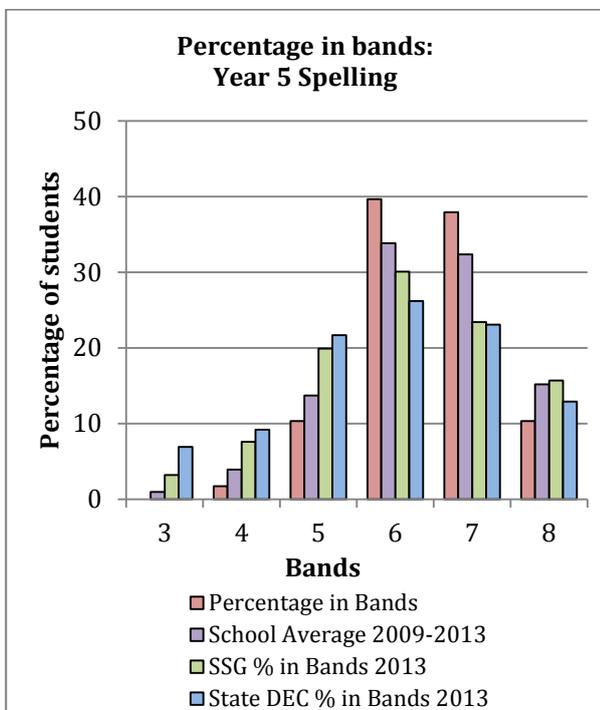


In Year 5 Writing, the school recorded an average mark of 511.4, compared with 486.5 for SSG and 476.6 for the State.

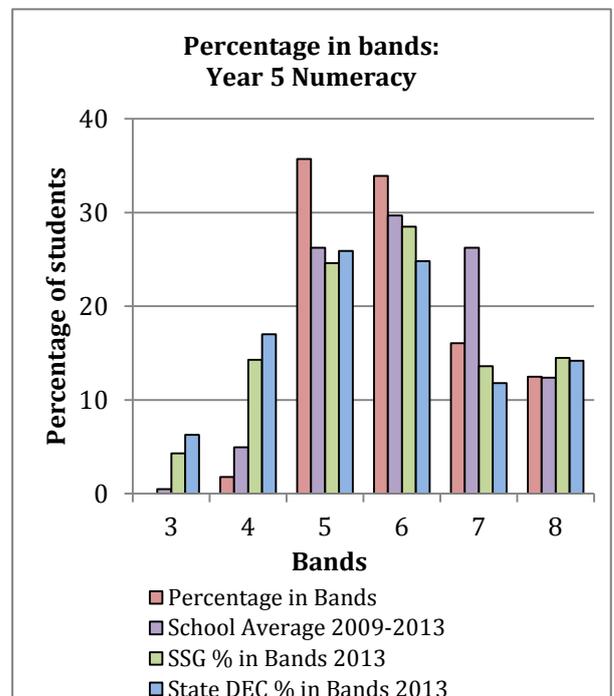


In Year 5 Grammar/Punctuation, the school recorded an average mark of 549.4, compared with 512.6 for SSG and 501.3 for the State.

Numeracy – NAPLAN Year 5



In Year 5 Spelling, the school recorded an average mark of 528.1 compared with 511.8 for SSG and 499.7 for the State.



In Year 5 Numeracy, the school recorded an average of 515.7, compared with 498.3 for SSG and 490.1 for the State.

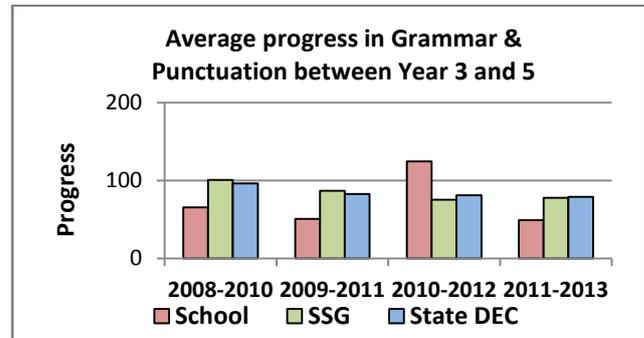
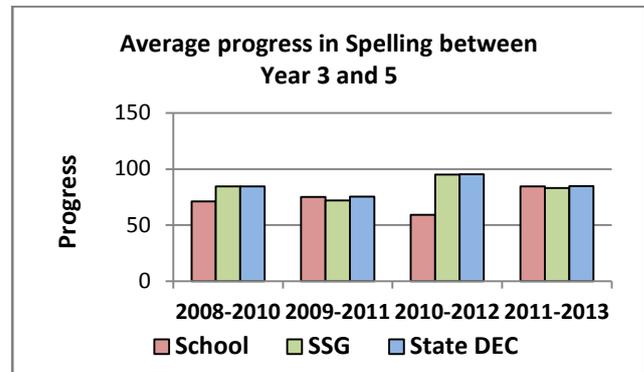
Fifty-seven Year 5 students achieved significantly higher results than students at Regional and State levels. Year 5 students comparably in Numbers, Patterns and Algebra, Measurement and Data and Space and Geometry, with 28.6% achieving Bands 7-8 results compared with 26.0% for NSW.

The cohort was under-represented in Bands 3-4 for Numbers, Patterns and Algebra, Measurement & Data and Space & Geometry, with 1.8% in these bands. This compared very favourably with the state average of 23.3%.

The school continued its delivery of cross grade, ability-based Mathematics groupings in order to explicitly deliver support, mainstream and acceleration programs throughout 2013.

Progress in Literacy & Numeracy – Years 3-5

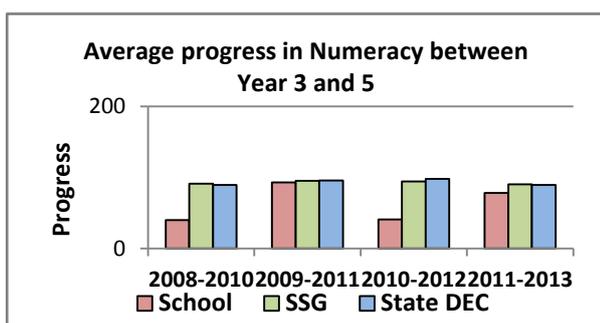
The school continues to perform well compared to the state average, with average growth either matching or exceeding state averages. The school is often over-represented in the top three performance bands compared with the State.



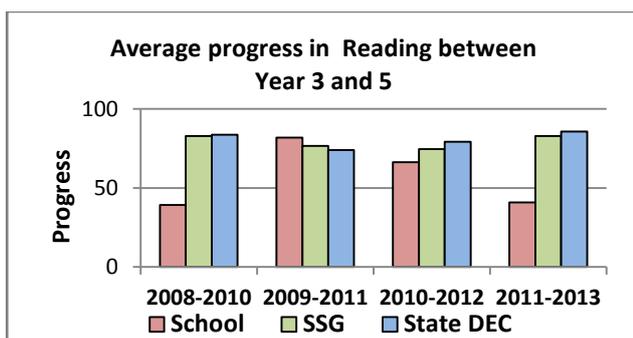
Average Progress for Continuing Students Between Years 3 and 5 at HSPA 2011-2013		
	HSPA	State
Reading	40.9	85.7
Spelling	84.7	84.9
Writing	56.5	55.2
Grammar & Punctuation	49.4	79.4
Numeracy	78.4	89.7

Whilst the school is below the State Average Growth between Years 3 and 5 for Grammar and Punctuation, it should be noted that the HSPA cohort continues to be over-represented in the top three levels, compared with the State.

Thus, it is exponentially more difficult for HSPA students to improve. However, the school has in consultation with regional literacy consultants, developed a four-year plan to increase student’s literacy learning and thus move more students who are achieving Bands 4-6 results in Year 3 into Bands 6-8 results in Year 5. This will be enhanced by staff delivery of explicit comprehension strategies in guided reading sessions.



For Numeracy, it should be similarly noted that the HSPA cohort is overly represented in the top three numeracy bands, compared with the State. Thus, it is exponentially more difficult for HSPA students to improve.



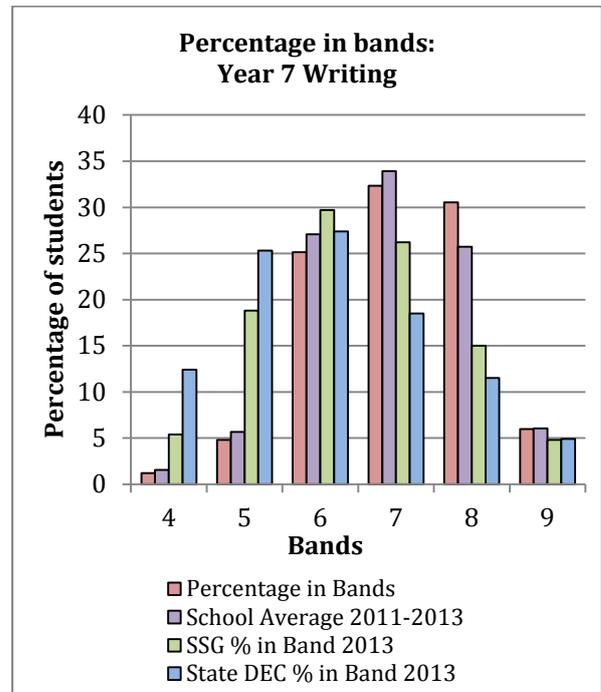
However, to further support its students, the school has developed a four-year numeracy plan to increase student’s numeracy learning through targeted diagnostic assessment to move more students who are achieving Bands 4-6 results in Year 3 into Bands 6-8 results in Year 5.

Literacy – NAPLAN Year 7

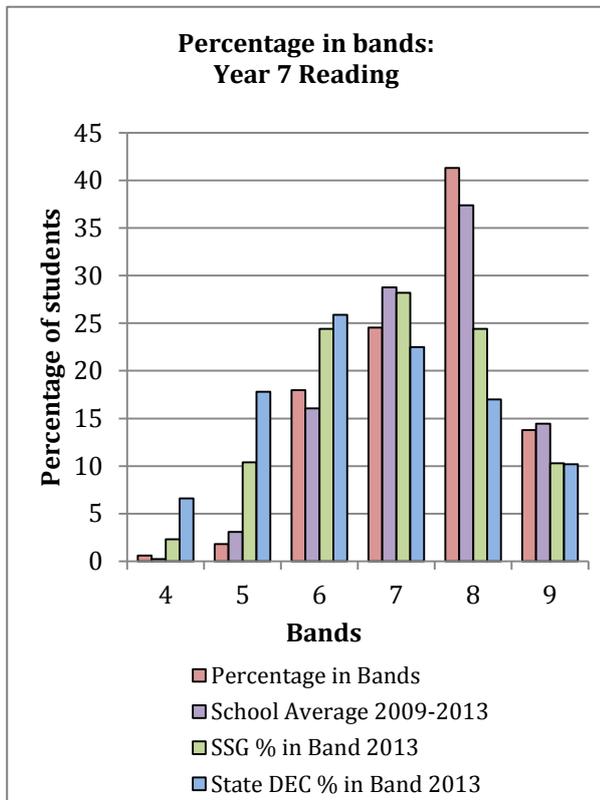
One hundred and sixty-seven Year 7 students achieved significantly higher results than students at regional and state levels. Year 7 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 55.1%, 36.5%, 52.4% and 53.5% respectively achieving results in Bands 8-9 compared with averages of 27.2%, 16.4%, 34.3% and 30.1% for the state.

The cohort was only slightly represented in Bands 4-5 for Reading, Writing, Spelling and Grammar and Punctuation, with 2.4%, 6.0%, 2.4% and 4.2% respectively. This compared very favourably with value of state averages of 24.6%, 37.7%, 17.3% and 29.5% for the lower two performance bands.

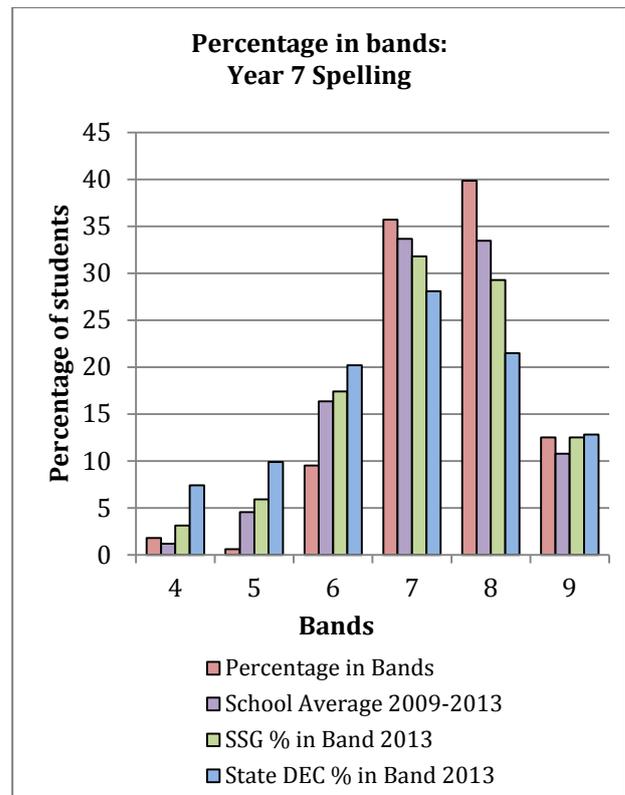
The school continued its delivery of a structured approach to the teaching of explicit scaffolding strategies in rubric-based writing in 2013.



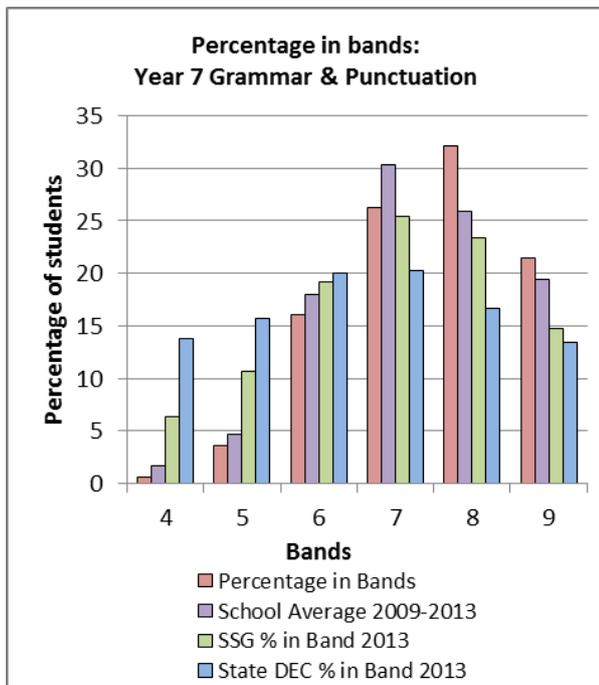
In Year 7 Writing, the school recorded an average mark of 558.1, compared with 523.8 for SSG and 502.1 for the State.



In Year 7 Reading, the school recorded an average mark of 580.7, compared with 552.9 for SSG and 534.0 for the State.



In Year 7 Spelling, the school recorded an average mark of 585.2, compared with 568.2 for SSG and 551.9 for the State.



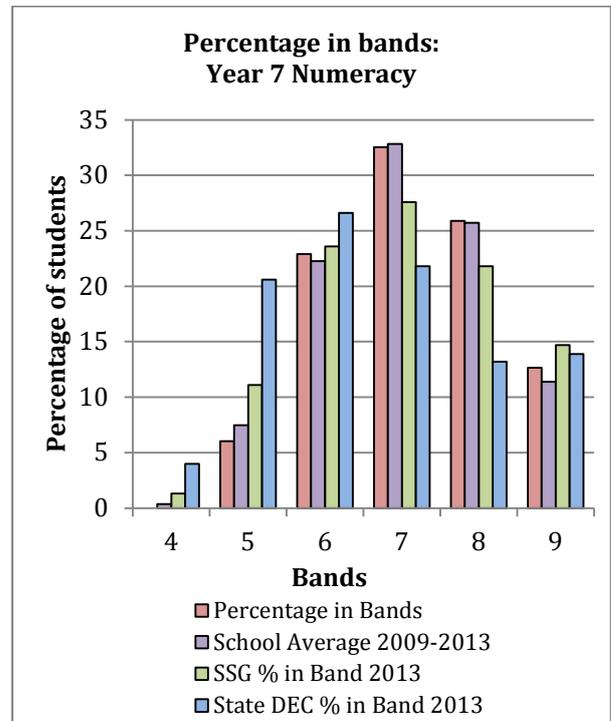
In Year 7 Grammar/Punctuation, the school recorded an average mark of 583.6, compared with 552.1 for SSG and 529.7 for the State.

Numeracy – NAPLAN Year 7

One hundred and sixty-six Year 7 students achieved significantly higher results than students at SSG and State levels. Year 7 students performed well in Numbers, Patterns and Algebra, Measurement and Data and Space and Geometry, with 48.6% achieving results in Bands 8-9 compared with an average of 27.1% for the state.

The cohort was only slightly represented in Bands 4-5 for Numbers, Patterns and Algebra, Measurement and Data and Space and Geometry, with 6.0% in these bands. This compared very favourably with the value of state average of 24.6%.

The school continued delivery of ability-based Mathematics groupings into Stage Four in order to explicitly deliver support, mainstream and acceleration programs throughout 2013.



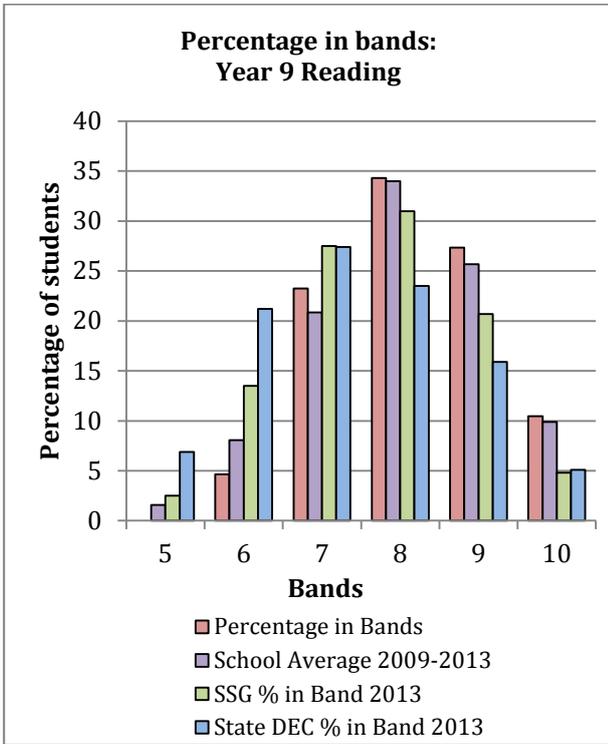
In Year 7 Numeracy, the school recorded an average mark of 566.7, compared with 558.8 for SSG and 540.9 for the State.

Literacy – NAPLAN Year 9

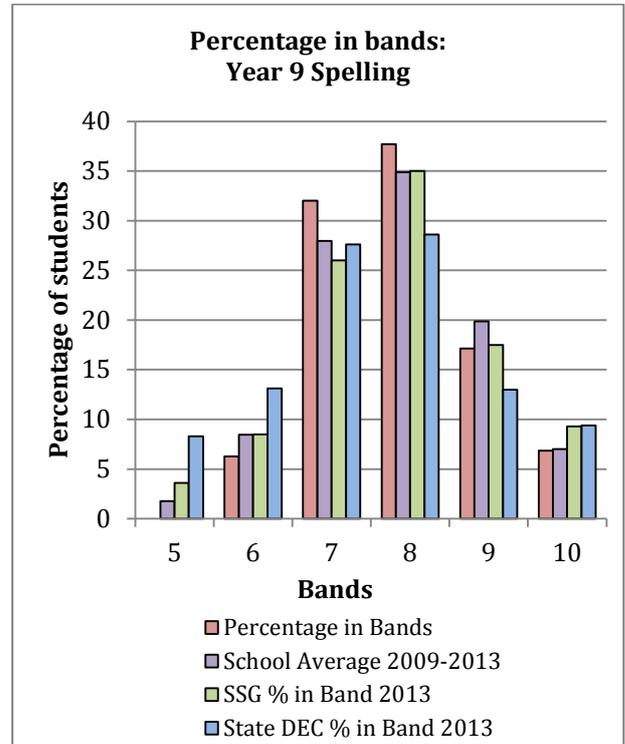
One hundred seventy-three Year 9 students achieved significantly higher results than students at Regional and State levels. Year 9 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 37.8%, 36.0%, 42.0% and 53.0% respectively achieving results in Bands 9-10 compared with averages of 21.0%, 14.2%, 22.4% and 19.1% for the state.

The cohort was only slightly represented in Bands 5-6 for Reading, Writing, Spelling and Grammar and Punctuation, with 4.7%, 20.7%, 6.3% and 12.0% respectively. This compared very favourably with state averages of 28.1%, 46.6%, 21.4% and 32.4% for the lower two performance bands.

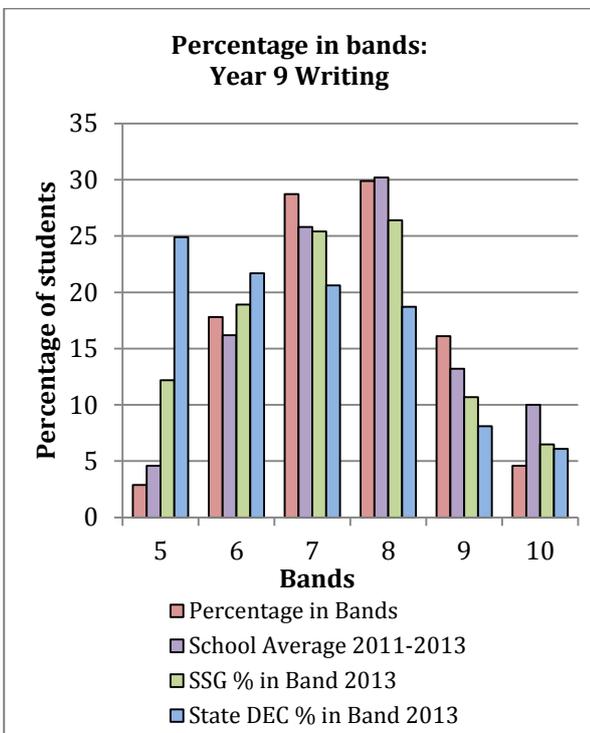
The school continued its delivery of a structured approach to the teaching of explicit scaffolding strategies in rubric-based writing in 2013.



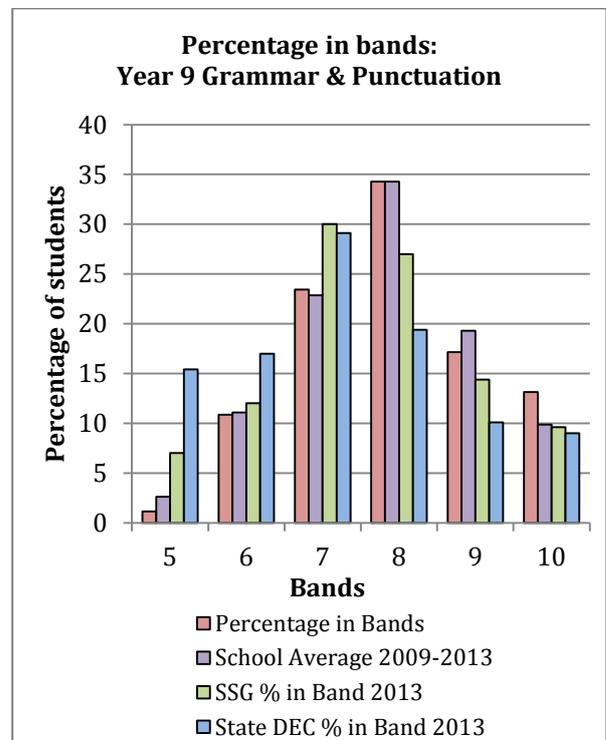
In Year 9 Reading, the school recorded an average mark of 618.5, compared with 592.6 for SSG and 574.8 for the state.



In Year 9 Spelling, the school recorded an average mark of 601.9, compared with 600.1 for SSG and 584.0 for the State.



In Year 9 Writing, the school recorded an average mark of 578.4, compared with 563.9 for SSG and 534.2 for the state.



In Year 9 Grammar/Punctuation, the school recorded an average mark of 612.3, compared with 600.1 for SSG and 584.0 for the State.

Numeracy – NAPLAN Year 9

One hundred and sixty-nine Year 9 students achieved higher results than State averages.

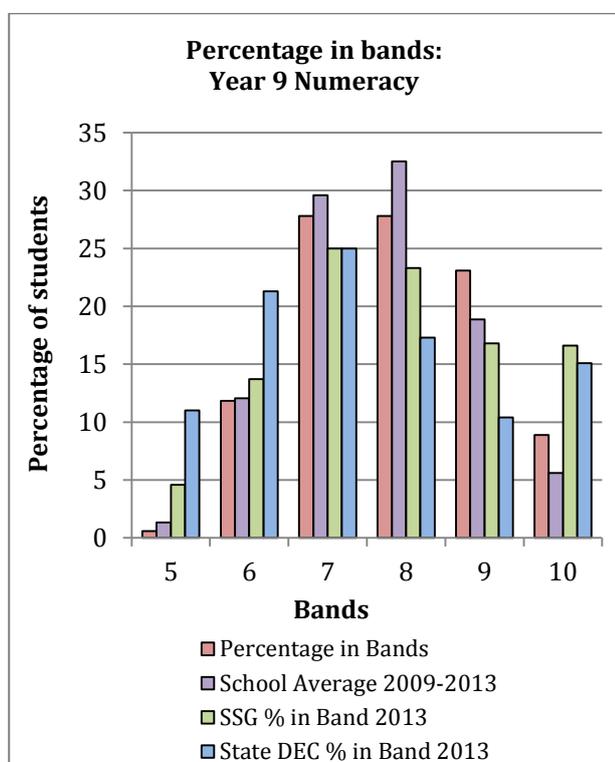
Year 9 students performed favourably in Numbers, Patterns and Algebra, with 31.9% achieving results in Bands 9-10 compared with an average of 29.6% for the state.

The cohort was only slightly represented in Bands 5-6 for Numbers, Patterns and Algebra, with 11.8% in these bands. This compared very favourably to the value of state average of 27.7%.

In Data, Measurement, Space and Geometry, 26.7% of Year 9 students at HSPA achieved Bands 9-10 compared with 29.1% of the state.

The cohort was only slightly represented in Bands 5-6 for Data, Measurement, Space and Geometry, with 11.9% in these bands. This compared very favourably to the value of state average of 26.2%.

Whilst the school is under-represented at Band 10 compared with State and Similar School Groups it has implemented strategies to drive band shift from Bands 8 through to 10. These have resulted in 100% improvement in the numbers of students represented in Band 10.



In Year 9 Numeracy, the school recorded an average mark of 605.5, compared with 605.1 for SSG and 584.4 for the State.

The school continued its delivery of ability-based Mathematics groupings in Stage 5 commencement so as to explicitly deliver support, mainstream and acceleration programs throughout 2013.

An additional support program for numeracy operated in Years 7 and 8. This support was provided by the allocation of additional staffing of mathematics specialist teachers, provisioned through targeted internal funding.

Progress in Literacy & Numeracy – Years 7-9

The school continues to perform at a favourable level compared to the state average, with average growth either matching or exceeding state averages. The school is explicitly responding to the need for growth through the continuation of its eLearning portal so that parents and students can access work on spelling and grammar and punctuation practice at home.

It should be noted that the HSPA cohort is overly represented in the top two levels, compared with the State. Thus, it is exponentially more difficult for HSPA students to improve.

For Literacy, the school has in consultation with regional literacy consultants, developed a four-year plan (2011-2014) to increase students literacy learning and thus move more students who are achieving Bands 7-9 results in Year 7 into Bands 9 -10 results in Year 9.

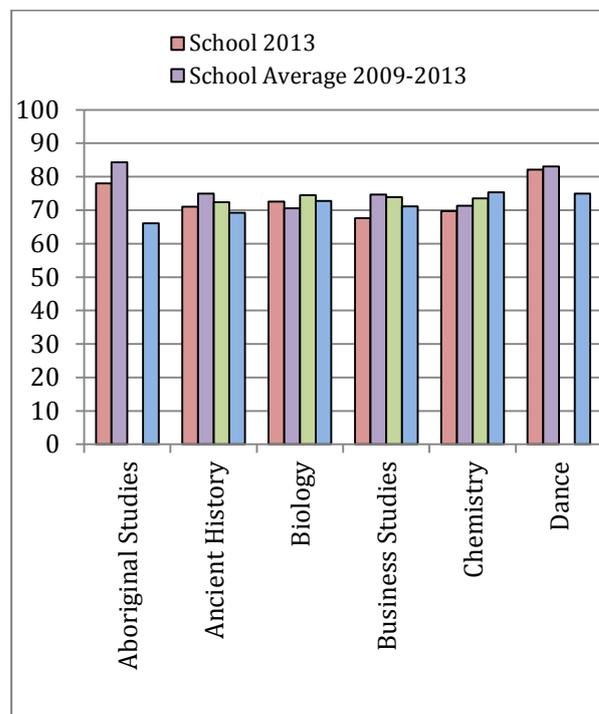
For Numeracy, the school has continued implementation of its four-year numeracy plan (2011-2014) to increase student's numeracy learning through targeted diagnostic assessment and thus move more students who are achieving Bands 7-9 results in Year 7 into Bands 8-10 results in Year 9.

This will be achieved through the addition of extra staffing to support the delivery of ability-based extension and support teaching. The school was also successful in being accepted into the TOWN (Taking Off With Numeracy) program, based on its application to achieve growth across the 3 higher bands. This training was delivered to Year 2-12 staff across 2013.

Essential Schools Science Assessment

The results for the HSPA 2013 cohort continued the same pleasing pattern as previous years. Overall, the HSPA average result was 91.2%. This was above the state average 85.7%. School averages were above the SSG and State averages in every area assessed.

Overall achievement by the cohort was outstanding, with 45.7% of students reaching the top Achievement Levels 5 or 6, compared to 27.5% state-wide. In the lower achievement levels 1 and 2, 21.4% of HSPA students recorded a result compared with 12.1% for the state.



	State	Region	HSPA
Overall	85.7	83.4	91.2
Extended Response	85.2	82.9	90.7
Knowing & Understanding	85.9	83.6	91.4
Communicate Scientifically	86.4	84.0	92.4
Working Scientifically	86.6	84.1	92.4

Higher School Certificate Years 11-12

The school continued to achieve significant success in the 2013 HSC, with most students achieving a Band 4 or higher. In one of the school's best ever HSC cohorts, students achieved 225 Band 5 and 64 Band 6 or equivalent results.

Thirty five students were placed on the HSC Distinguished Achievers lists for achieving a Band 6 in one or more subjects. Luke Jarvis was placed on the All- Rounders' List for achieving the Distinguished Achievers List for 10 or more of his units studied.

Two students, Jonathan Munday and Teagan Pedersen were placed on the Top Achievers list for achieving a result which placed them in the top 10 of their course.

Luke Jarvis achieved the highest ATAR and was Dux of HSPA in 2013.

English Department

In Standard English, the school average of 68.2.0% was 4.4% higher than the State average of 63.8%. Four point one percent of students achieved a result in Bands 5 and 6 compared with 6.8% of the students state-wide.

In Advanced English, the school average of 80% was equal to the State average of 78.5%. Fifty nine point six percent of students achieved a result in Bands 5 and 6 compared with 53% of the students state-wide.

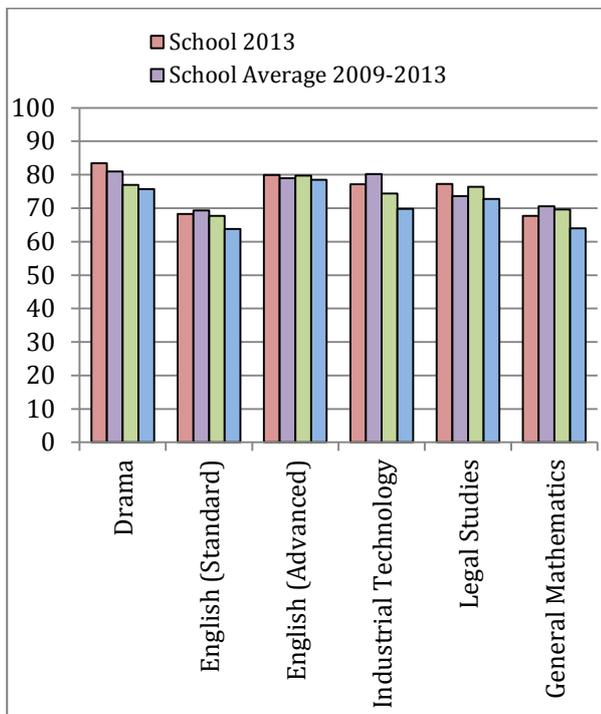
In English Extension 1, 100% of students achieved an E3 result compared with 63.7% of the state candidature.

In English Extension 2, 100% of students achieved an E3 result compared with 55.3% of the state candidature.

The English Faculty continued to review its practices and engaged with strategic professional learning with the English Teachers' Association.

KickStart program was again offered to HSC English students. Thirty six students participated in the program which was run by experienced HSPA English staff during sport and focuses explicitly on HSC English exam preparation.

For those students who participated, there was an average value added of 5.8%.



school's 5-year average. More HSPA students achieved a Band 4 result, as compared to the state, being 58.3% for HSPA v's 32.4% for NSW.

In Chemistry, 8.33% of HSPA students achieved a Band 5 or 6 compared with 29.55% state-wide. HSPA Chemistry students achieved an average HSC mark of 69.7% compared with 75.4% state-wide and 73.6% for the SSG. The 2013 school cohort achieved an average mark 1.6% lower than the school's 5-year average.

In Biology, 19.3% of HSPA students achieved a Band 5 or 6 compared with 32.9% state-wide. HSPA Biology students achieved an average HSC mark of 72.6% compared with 72.8% state-wide and 74.5% for the SSG. The 2013 school cohort achieved an average mark 2.0% higher than the school's 5-year average.

Mathematics Department

In General Mathematics, the school achieved an average of 68.2% which was 0.7% higher than the State average of 67.5%. In General Mathematics, 12% of students scored marks in the top two bands. This compares with the State average of 21%. No students achieved Band 6 results compared to 5.9% for the state.

In Mathematics, 41.2% of students achieved a result in the top two bands compared to 49.2% for the State. Five point nine per cent of students received a Band 6 result, compared with 18% for the state.

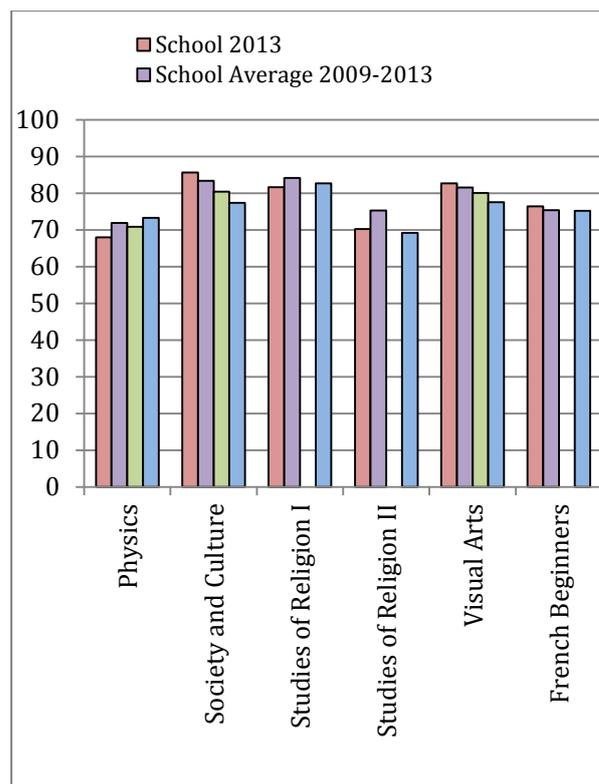
In Mathematics Extension 1, 27% of students achieved a result in the top two bands compared with 83.5% for the State.

In Mathematics Extension 2, 0% of students achieved a result in the top two bands compared with 87.2% for the State.

Science Department

In Earth and Environmental Science (EES), the school had a candidature which will complete the HSC in 2013.

In Physics, 0% of HSPA students achieved a Band 5 or 6 compared with 33.4% state-wide. HSPA Physics students achieved an average HSC mark of 68.0% compared with 73.3% state-wide and 70.8% for the SSG. The 2013 school cohort achieved an average mark 3.9% lower than the



Human Society & Its Environment (HSIE)

Students in Legal Studies, Modern History and Society and Culture performed well above SSG and State averages in 2013, and over the longer term from 2009-2013. This represents a significant and long-term trend of continuous quality teaching in these subjects.

In Aboriginal Studies, 50.0% of the cohort achieved at Band 5 or Band 6, compared with 16.6% for the State. The school average was 78.0% compared with the state average of 66.1%.

In Society and Culture, students achieved excellent results, the entire cohort scoring in the top three bands. Eighty-eight point six percent of students recorded a Band 5 or 6 result compared with 27.5% for the state. The school's average mark of 85.6% was 8.2% higher than that of the state's result of 77.4%. The SSG result was 80.4%.

In Studies of Religion 1 Unit, 81.7% of students achieved a Band 5 or 6 result compared with 48.5% state-wide. The school recorded an average of 81.6% compared with 82.7% for the state. Thirty point three percent of students in Studies of Religion 2 unit achieved a mark in the Bands 5 and 6 compared to 45.7% State wide. The school recorded an average of 70.2% compared with 69.2% for the state.

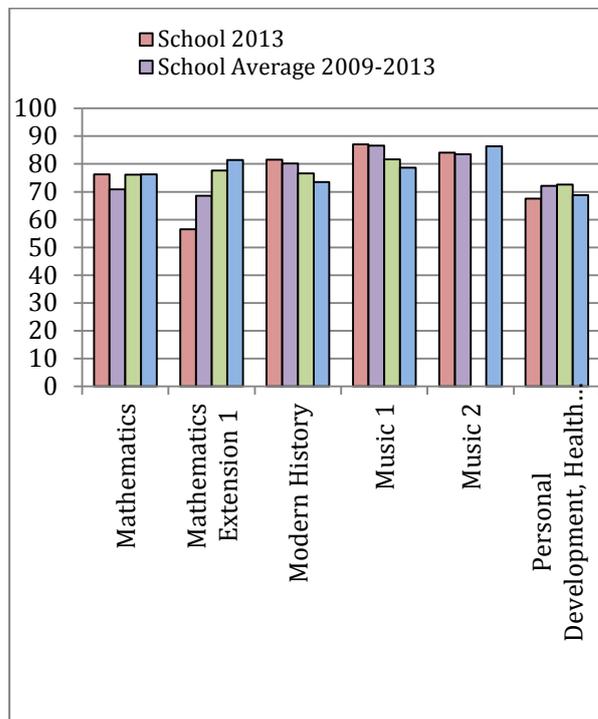
In Legal Studies the school recorded an average of 77.3% compared with 76.3% for SSG and 72.8% for the state. Forty six point nine percent of students achieved a Band 5 or 6 result compared to 42.7% of the state.

In Geography 28.5% of students achieved a Band 5 or 6 result compared to 39.8% of the state.

History Extension results were very strong in 2013, with 100% of the cohort achieving E3 or E4 results, compared with 74% state-wide.

In Modern History, the school recorded an average of 81.6% which was 5% higher than the SSG and 8% higher than the state. Sixty five point three percent of students attained a Band 5 or 6 result compared with 47.1% for the State.

In Ancient History, 23.3% of students achieved a Band 5 or 6 result, compared with 34.4% for the State. The school recorded an average of 71.1% compared with 72.4% for SSG and 69.3% for the state.



Music Department

The School's Music results were very strong in 2013.

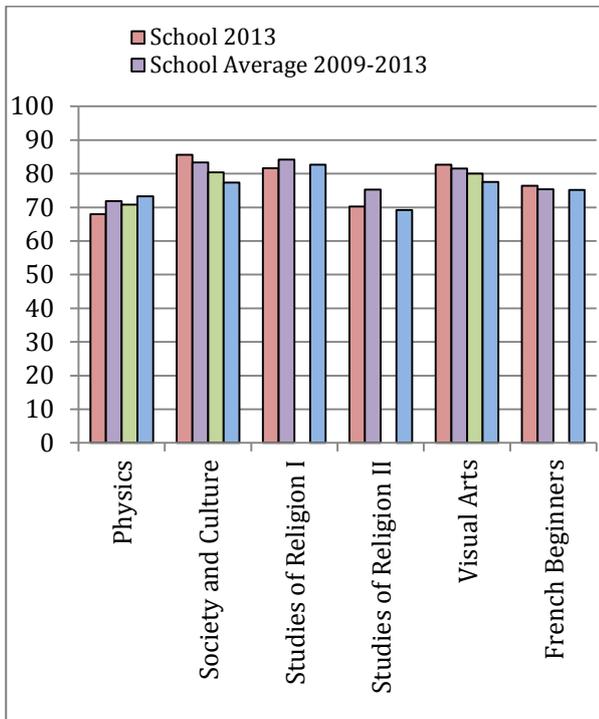
Music 1 results remained well above the state average with 94% of students attaining a Band 5 or 6, compared with 59% for the State.

In Music 2, Band 5 and 6 results were achieved by 91% of the Music 2 candidature compared with 85.3% for the State.

Nine students completed Extension music in 2013. They all attained grades in the top two bands, compared with 98.2% for the State.

Visual Arts Department

Visual Arts continues to rank highly in comparison state and school averages. The school average of 82.7% was 5% higher than the state average of 77.5% and the school's five-year average of 81.6%. Two students achieved Band 6 and 18 students Band 5 from a cohort of 29.



In Visual Arts, 69% of students achieved a result in the top two bands compared with 51.4% of the state. One hundred percent of students at HSPA achieved Band 4 or above.

Personal Development, Health and Physical Education Department

High student achievement was attained in 2-unit PDHPE, with 5.5% of students achieving Band 5 or 6 results compared with a state average of 28.4%. Overall school achievement of 67.6% was comparable with State average of 68.8%.

In Community and Family Studies, no students achieved a Band 5 or 6 result compared with 33.7% of students across the state.

Technological and Applied Studies (TAS) Department

TAS has continued to provide a range of electives that provide a valuable complement to the performing arts based subjects in which HSPA specialises.

Industrial Technology (Timber and Furnishing) continues to be a well-supported subject, with a combination of a practical component consisting of the Major Project, worth 70% and a theoretical examination, worth 30%.

This year, students presented a variety of projects including electric guitars; beds with integrated storage, a dining table and household furniture. The class average results for Industrial Technology (77.2%) are significantly above the state average (69.9%).

Forty percent of students achieved a Band 5 or 6 compared with 29.9% of the state's candidature.

Vocational Education Training

Students in these courses have continued to benefit from the school's close liaison with the Civic Theatre and have the advantage of access to a purpose-built \$1 million commercial kitchen, constructed as part of the Newcastle Trade Training Centre consortium of schools.

Students also have access to the \$7 million Hunter Theatre. This allows students in the course the opportunity to be accredited with a wider range of competencies based on real-world experiences in professional environments.

The \$1 million kitchen facility enabled students to undertake the Commercial Cookery strand, which was previously unavailable to them at the school.

Hunter School of the Performing Arts had candidates undertaking studies in Entertainment Industry Framework (Music/Theatre) and Hospitality courses based on site. These courses are competency-based, with the HSC examination being optional for students seeking an ATAR.

The school average for Entertainment Industry of 72.8% was higher than the state average of 67.6% and exceeded the school's five-year average of 68.9%.

Languages

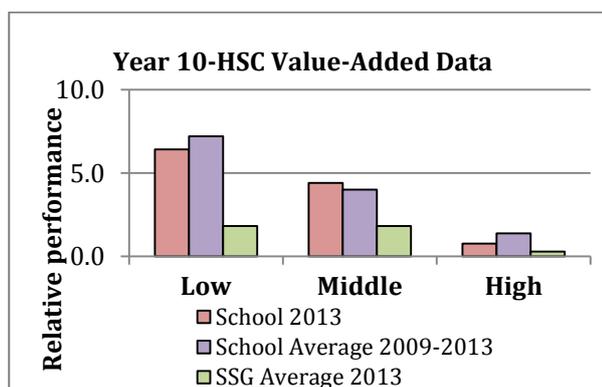
French Beginners achieved strong results in 2013. The candidature performed well with 50% of students achieving Band 5 or 6 results, compared with 46.5% for the state. The school recorded an average of 76.4%, which exceeded its 5 year average and the state average of 75.2%.

2013 HSC Band 6 and E4 Awards	
Ancient History	Hannah Jordan
Biology	Jaimie Dicks
Dance	Jaimie Dicks, Kendell Dowton, Madeleine Magennis, Rebecca Pattey,
Drama	Heath Anderson, Rhianna Boydew, Bridie Dawson, Lynden Denholm, Alexandria Greehalgh, Luke Jarvis, Emily Jordan, Hannah Jordan, Sophia Lamont, Jessie Lancaster, Sarah Moran, Jonothan Munday, Teagan Pederson, Geraldine Viswanathan
English (Advanced)	Luke Jarvis, Emily Jordan
Geography	Daniel Ryan
History Extension	Linden Denholm, Bronte Seville
Legal Studies	Jaimie Dicks, Kyra Parry-Williams, Daniel Ryan
Mathematics	Jessie Gibson
Modern History	Linden Denholm, Rhianna Boydew
Music 1	Heath Anderson, Anna Dawes, Juanita Farmer, Brendan Gordon, Joshua Hartigan, Luke Jarvis, Jessie Lancaster, Adrienne McKinney, Rebekah Neale, Daisy Sherwood-Miller
Music 2	Jessie Gibson, Olivia Ritchie
Music Extension	Henry Brodbeck, Jessie Gibson, Olivia Ritchie, Thomas Schien, Mitchell Williamson
PDHPE	Rebecca Pattey
Society & Culture	Rhianna Boydew, Melissa Gordon, Luke Jarvis, Sophia Lamont, Kyra Parry-Williams, Jessica Schultz, Geraldine Viswanathan
Studies of Region I	Geraldine Viswanathan
Studies of Region II	Luke Jarvis, Bronte Seville
Textiles and Design	Jonathan Munday
Visual Arts	Emily Jordan, Teagan Pederson

HSC relative performance comparison to SC

The school achieved pleasing value-added Year 10-12 growth figures. In each of the three assessable performance bands, the school recorded positive growth figures of 5.7% higher than the SSG, in comparison to a statistical state average of 0.

HSC: Value-Adding Year 10 (2011) to Year 12 (2013)			
Performance Band	School 2013	School Average 2009- 2013	SSG Average 2013
Low	6.4	7.2	1.8
Middle	4.4	4.0	1.8
High	0.8	1.4	0.3
Average	3.9	4.2	1.4



HSC Comparisons (State and Statistically Similar Groups)

NB: School means and graphs are only provided for courses with ten or more candidates within the school. SSG data is not displayed for courses where there are less than 250 enrolled state-wide or 100 in the relevant SSG. Therefore, means for English Extension 2, Food Technology, History Extension, Hospitality Examination, Mathematics Extension 1, Mathematics Extension 2, Music 2, Music Extension, Retail Services Examination and Studies of Religion I are not included. However, significant achievements in these subjects are reported elsewhere in this Annual School Report. Additionally, for each of these subjects, school averages equalled or exceeded those of the state and SSA. The abbreviation *n/a* indicates small candidature and results not available).

Course	School 2013 (%)	School Average 2009- 2013 (%)	SSG 2013 (%)	State DEC 2013 (%)
Aboriginal Studies	78.0	84.3	n/a	66.1
Ancient History	71.1	75.0	72.4	69.3
Biology	72.6	70.6	74.5	72.8
Business Studies	67.6	74.6	73.9	71.2
Chemistry	69.7	71.3	73.6	75.4
Community and Family Studies	66.8	n/a	n/a	73.5
Dance	82.1	83.1	n/a	75.0
Drama	83.4	81.0	76.9	75.8
English (Advanced)	80.0	78.9	79.7	78.5
English (Standard)	68.2	69.3	67.7	63.8
English Extension 1 (/50)	42.3	n/a	n/a	40.3
English Extension 2 (/50)	40.5	n/a	n/a	38.6
Entertainment Industry Examination	71.8	70.5	71.0	69.2
French Beginners	76.4	75.4	n/a	75.2
General Mathematics	67.7	70.5	69.6	64.0
History Extension (/50)	43.0	n/a	n/a	n/a
Industrial Technology	77.2	80.2	74.4	69.9
Legal Studies	77.3	73.7	76.3	72.8
Mathematics	76.3	70.8	76.1	76.3
Mathematics Extension 1	56.5	68.5	77.6	81.4
Mathematics Extension 2	75.0	n/a	n/a	82.1
Modern History	81.6	80.1	76.6	73.5
Music 1	87.1	86.6	81.7	78.7
Music 2	84.1	83.5	n/a	86.4
Music Extension (/50)	43.9	n/a	n/a	n/a
PDHPE	67.6	72.2	72.6	68.8
Physics	68.0	71.9	70.8	73.3
Society and Culture	85.6	83.4	80.4	77.4
Studies of Religion I	81.6	84.2	n/a	82.7
Studies of Religion II	70.2	75.3	n/a	69.2
Textiles and Design	83.2	n/a	n/a	n/a
Visual Arts	82.7	81.6	80.0	77.5

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. Performance of the students in our school in NAPLAN is compared to these minimum standards. Percentages of our students achieving at or above these standards are reported below.

Students who do not meet minimum national standards have been identified and are supported by the school through its Learning Assistance Support Teacher (LAST) program. Mr John Matthews and Miss Sarah Etherington, were assisted by Mrs Sandra Longworth and Mr Stephen Hudson and coordinated these programs in combination with regional services. This enabled identified students to be specifically supported in literacy and numeracy and other areas across junior, middle and senior years.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included) in 2013.	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	98.3
Numeracy	100.0

There were no exempted students in Years 3 or 5.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included) in 2013.	
Reading	99.4
Writing	98.8
Spelling	98.2
Grammar & Punctuation	99.4
Numeracy	100.0

There were no exempted students in Years 7 or 9.

Percentage of Year 9 students achieving at or above minimum standard (exempt students included) in 2013.	
Reading	100.0
Writing	97.1
Spelling	100.0
Grammar & Punctuation	98.9
Numeracy	99.4

Significant Programs and Initiatives.

Aboriginal Education

The Aboriginal Education and Training Policy and supporting implementation documents have informed the development in Aboriginal Education at HSPA in 2013. Building on already strong academic results for our Aboriginal students, staff have audited and modified teaching and learning programs to embed Aboriginal perspectives and pedagogies into student learning and to support quality teaching and learning for all students.

2013 saw the continuation of our annual 'Yarn Up' where Aboriginal families were invited to the school to celebrate the performing arts achievements of their students, meet the HSPA Aboriginal Education Team and members of the local Mooloobinbah Aboriginal Education Consultative Group and to work on student personalised learning plans (PLP) in a relaxed and friendly atmosphere.

For the second year, *Yarn Up* was extended to a transition event where Aboriginal Students who were successfully auditioned into the school attended a day with their families to develop their PLPs to reflect their focus on the Performing Arts as they enter the school.

Four specialist tutors were employed, in consultation with Aboriginal parents and with approval from the local Aboriginal Education Consultative Group, through Norta Norta funding to support our senior students in individual tuition programs in specific subject areas, supporting them towards the attainment of their Higher School Certificate.

The Millabah Dance Group continued to represent the school and Aboriginal community in a high profile role. In 2013, Millabah performed at a number of significant public events and school celebrations, including NAIDOC events and

corporate gigs for Indigenous agencies and the opening of the Special Olympics. All performances were well received with the group and their teacher-facilitators, Ms Tammy Gordon and Ms Jessica Miller, receiving accolades for its focus, professionalism and ability to develop cultural competencies in student workshops. Millabah students had the benefit of working with Elders and other members of the Aboriginal community on a regular basis.

Chelsea McMaster of Year 7 was the recipient of a Galuwa Scholarship provided by Xstrata. This scholarship allows high achieving Stage 3-4 Aboriginal students the opportunity to access career hub camps and ongoing tutoring to support their achievement. Sian Fillipo of year 8 continued into the third year of her Scholarship.

HSC Aboriginal Studies profile continued to grow in 2012 for both Aboriginal and non-Aboriginal students. The student body accurately perceived Aboriginal Studies as a subject with academic rigour and one in which students achieve at the highest level. In 2013, 50% of students undertaking the Aboriginal Studies HSC course scored band 5 and 6. This is well above State results in band 5 and 6 of 26.57%.

In 2013, three Aboriginal Students achieved their HSC through HSPA. Each of these students were offered university places, two at Newcastle University and one at Australian Catholic University.

Multicultural Education

Programs and initiatives ensured that an inclusive school community and a racism-free learning and working environment were in place.

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

Although the incidence of racism at Hunter School of the Performing Arts is extremely low, the ARCO is accessible at all times. Records of complaints of racism are maintained, including resolution strategies.

The school's ARCO attended the regional anti-racism education network and report to staff meetings.

Respect, Responsibility, Welfare

Primary students participated in a range of teaching and learning programs designed to increase their understanding of the values of respect and responsibility. These included: Peer Support, Child Protection and Personal Development and Civics, a study of citizenship and values.

Secondary students participated in relationship awareness raising activities throughout the year. The school has established a student welfare fund to proactively target programs that build student capacity, self-awareness, self-esteem and resilience. The school continued to review its anti-bully programs and processes.

The school utilised the DEC '*Values of Public Education*' statement as a foundation for student welfare and quality of school life programs. In Year 7, a '*Social Contract-Code of Conduct*' was developed in negotiation with all students, parents and Year 10 Peer Support Leaders. This document acknowledged the DET's Core Rules and the school's Code of Conduct.

All Year 2-10 students undertook studies in the DET's mandatory *Drug Education* syllabus. Year 2-6 students also studied *Child Protection*.

Year 10 students participated in the *RoadWhyz* Program, in Terms 4. This program raised student awareness in the areas off: road safety and driver responsibility.

Students in Years 6-10 participated in personal development activities that focussed on developing anti-bullying strategies, coping with harassment and developing resilience.

Student Leadership

Year 6 and Year 12 Student Executive leaders were elected by staff and students at the end of 2013 to their positions and received specific leadership training from Impact Leadership.

The Year 2-6 Student Representative Council and Year 6 Parliament assisted primary staff and students with the organisation of many special days and collections for charities.

Year 7 to Year 11 elected three students each to be members of the Secondary Department's Student Representative Council under the leadership of Mrs Michelle Maher. This body

worked with the Year 12 Student Executive to develop whole secondary school student policy and also assisted in the chairing of Year 7-12 school assemblies.

Ten Year 12 students successfully underwent a series of interviews, appraisals and general election to become the Senior Student Executive. This student body, under Mrs Seccombe's leadership, successfully chaired official functions, represented the school at special events, organised secondary student events and generated funds for a variety of charities.

Service Learning

The basic philosophy of Service Learning is to investigate what a community needs and to determine which students, based on their learning experiences are able to assist in the meeting of those needs through rich learning experiences. Service Learning forms a key target of the school in the 2012-2014 Strategic Plan.

Mrs Leonie Wells coordinates Service Learning and the Premier's Service Learning Challenge, which is available for all students.

Year 10 students participated in a range of student devised service learning projects in Term 4. These included a range of school improvement projects.

In 2013, students were acknowledged at various levels for their achievement in the Premier's Service learning Challenge.

Library

During 2013 new resources were purchased and damaged and obsolete books are discarded. A concerted effort was made to reduce the collection of obsolete resources to begin preparations for the Library to become a 21st century learning centre.

Fiction borrowing by students at all levels continues to be an important aspect of the HSPA Library.

Primary classes have a lesson per week in the Library to undertake research work associated with class topics. In 2013 Premier's Reading Challenge and National Simultaneous Storytime were undertaken.

The Library provides an important student services focus. The audio visual room was reconfigured to provide a learning assistance resource centre for the itinerant vision team, the School Learning Support Officers and the Learning Assistance Support Teacher (LAST).

The challenges of meeting the information and recreational reading needs of students and staff are stimulating and provide impetus for providing high quality resources and services.

The upper level of the Library provides a senior study area with computer access, seminar rooms and a student welfare/career office.

In 2013 lockers were purchased for student hire and a kitchenette and meeting area for the senior students was created in the western end of the ground floor.

National Partnership Programs

The school did not receive any funding or support under National Partnerships programs.

Connected Learning

The school continues to expand the number of courses offered through the school e-learning portal MOODLE. Over 150 courses have now been developed which students can access wherever they have internet connectivity.

All Year 10 students completed the All My Own Work course over several days at school and was assessed online through the school's MOODLE.

BG5 has been reconfigured as a dedicated connected classroom. An interactive whiteboard in conjunction with Tandberg videoconferencing technology enables students to engage in learning experiences with every other school across NSW. Teaching staff have been progressively in-serviced in the use of the technology and classes have participated in a variety of virtual excursions.

Students studying a language via distance education are timetabled for regular video conferencing with their teacher in Port Macquarie.

Progress on 2013 Targets

School planning is always focused on continuous school improvement. As a school community, we are constantly evaluating current situations, using data to provide information so that we can raise the achievement bar on all forms of educational outcomes for students.

Data is analysed by representatives of all school community bodies. This includes executive, teaching staff, administrative staff, parents, students and community representatives. From this analysis and consultation, short and long-term action plans are devised to assist in achieving our vision of excellence and inclusivity in public education.

School planning involves every aspect of the school community and includes: student learning; teacher professional learning; acquisition of resources; development of school-specific programs; improving the environment; and capital programs.

School improvement is a cyclical process, which requires regular assessment and evaluation for accurate reflection. School plans are regularly reviewed for their effectiveness and modified as necessary.

In 2013 the school reviewed its progress in the 2012-14 School Plan. School Annual Action Plans are derived from this strategic plan. Faculties derive action plans from these school based planning documents. The following outlines achievements of 2013 targets:

Targets for 2013

Targets for 2013 specify the changes the school intended to achieve as part of its improvement planning.

Target 1: Quality Systems

To improve student learning outcomes through the provision of activities based upon the principles of quality teaching and learning.

Our achievements include:

- Head Teachers and Assistant Principals continued engagement with their professional learning networks and associations.

- Targeted staff participated in HCC delivered Leadership Development Programs.
- Processes for the nomination and election of student representative groups and sporting house captains were strengthened
- Consultation with students was improved through the student leadership continuum of the SRC and the senior student executive team.
- The principal maintained a higher level of visibility, through the *'Win the Principal' raffle each fortnight*
- The remaining core modules of Team Leadership for School Improvement Program.
- Professional development opportunities were utilised to facilitate policy compliance training which was tracked through MYPL@EDU.
- Use of Millennium as a centralised port for all student records, variations, rolls and daily notices was strengthened as attendance was monitored online period by period.
- The Science faculty participated in a three-year cyclic review of accountabilities as identified in the *Leading and Managing the School* document.
- Primary, Science, Mathematics, English and History teachers participated in professional development and planning for implementation of National Curriculum in 2014.
- The development and refinement of role statements for all staff.
- Induction programs for new staff and students were reviewed and improvements implemented.
- Mid-term reviews of student progress are used to support student learning and welfare.
- Annual Workplace, Health and Safety audits
- Identity tags for staff, tutors and visitors were introduced
- The use of *EdVal* timetabling package was expanded to facilitate parent teacher evening bookings, senior subject selection, playground duty rosters and exam supervision rosters.
- School administrative staff and general assistants attend regular professional development opportunities.
- Reorganise the student services offices in the Library to accommodate increases in itinerant vision teachers and the student learning support staff.

Target 2: Quality Teaching and Learning

Enhance teacher quality, capacity and accountability.

Our achievements include:

- Formalised lesson observations and structured teacher conferencing are embedded as part of the Teacher and Executive Assessment and Review Schedules.
- Systematic analysis of data to determine specific school groups and individual targets and is used to inform curriculum differentiation and learning accommodations.
- Faculties provided online feedback to the Board of Studies regarding the NSW implementation documents for the Australian curriculum.
- Staff participated in professional development for implementation of Phase 1 syllabuses.
- Staff provided feedback on Phase 2 and Phase 3 BOS and ACARA syllabuses.
- The school's Gifted and Talented (GAT) policy was reviewed and redeveloped with a focus on curriculum differentiation as part of the new GAT model ensuring that all staff members implement strategies into their lessons. Support was provided a former State facilitator from the NSW DEC GATS Unit.
- Staff teams from English, Mathematics, Science, History and Primary participated in a differentiated learning project in collaboration with staff from Mayfield West Demonstration School. This was funded through a successful grant application as part of a State project.
- All staff members and new staff to the school were trained in *Mind Matters* philosophies to support student welfare.
- Literacy and numeracy teams were strengthened to guide whole school reform of literacy and numeracy practices through implementation of Australian Curriculum.
- Effective use of external consultancy and school-based support for students with divergent literacy and numeracy needs. Eg TOWN, LAST, team-teaching and small class sizes.
- All staff were given training in the Disability Standards for Education.
- Literacy and numeracy initiatives continued in the middle years. This included additional support classes in Years 5 to 8 funded through the school budget.
- Successful participation in the Premier's Reading, Debating, Sporting and Service

Learning Challenges and the Premier's Spelling Bee

- Audit of assessment and teaching programs through faculty reviews and staff supervision.
- Individual Education Plans (IEPs) are developed and communicated to staff for assisting students who have support needs.
- Planning for the conclusion of the Digital Education Revolution occurred with parent student and staff consultation for the implementation of the Bring Your Own Device Policy
- Students were supported to engage in 21st century learning practices through the provision of 8 sixteen bay laptop trolleys.
- The number of courses on the school's e-learning portal (MOODLE) that are available to and are accessed by students increase.
- The Student Services office was reorganised to house the itinerant vision team and learning support staff to better cater for student access.

Target 3: Quality Relationships

Enhance the school learning community and interdependence between partner schools, through improved relationships and communication.

Our achievements include:

- *Yarn Up* - an annual event for Aboriginal and Torres Strait Islander families celebrating performance, allowing for review of Personalised Learning Plans (PLPs) in an informal setting. Investigate options for a second opportunity to follow up on PLPs later in the year.
- The school hosted 16 students and 4 staff from Shanghai Luwan No 1 Primary School and participated in cultural sharing and performance opportunities.
- 2 Unit Chinese Beginners was offered to students in Stage 6 and 100 hour Chinese to students in Stage 5
- A range of guest speakers continued to present to parents at P and C meetings on a range of topics.
- Michael McQueen delivered professional learning for all staff from HSPA, Merewether and Lambton High schools in the Hunter Theatre. The focus was to enhance understanding of and catering for the needs of generation Y learners

- *MindMatters* training was provided for all staff in Term 1, 2013. Kids Matter training began in Term 4 2013, for primary staff.
- Student progress continued to be monitored through mid-term reviews via Millennium
- Vocational Education Training programs in Stages 5 and 6 were implemented in 2013. New courses were offered and run in Creative Industries Cert I, Cert III Assistant Dance Teaching and Cert III Music Industry.
- Individual education programs continue to be developed for students at risk of leaving school prior to 17 years of age.
- Online booking of parent interviews was provided through Edval software.
- Subscriptions to the smartphone application rose to 3000 in 2013, with parents able to lodge absentee notes electronically.
- Student buddies were attached to new students entering HSPA.
- Induction processes for new and casual staff in relation to workplace health and safety matters, anaphylaxis policy were strengthened.
- Support continued for all co-curricular performing arts and sport programs.
- Staff received training to accredit them to teach new VET courses with support from the VET Action Learning Team.
- The school Anti-bullying Plan was revised through consultation with staff, students and parents and with reference to student survey data. Student teams planned a range of strategies to support the plan including the development of a new website called Connect@HSPA for launch in 2014. The site provides a means of reporting incidents of bullying in addition to resources to assist students to build resilience.
- Strategies were implemented from the Hunter School of the Performing Arts marketing plan to improve the appearance of the school administration office and promote student achievement.
- The school continued to raise its online profile through social media.

Key Evaluations:

All public schools conduct annual evaluations – one related to educational and management practice and the other related to curriculum.

Student Welfare Programs

During 2013, consultation was held with all students across the school in relation to bullying. Students from Years 5 through to 10 were invited to complete an online survey that provided background information on a range of behaviours, including the type of bullying experienced by the respondents, the frequency of any bullying experienced, to whom the bullying was reported and what support could be accessed.

Findings and conclusions

Eleven percent of the respondents reported that they had experienced some type of bullying at school. A team consisting of year advisers, students and executive teachers reviewed the school's anti-bullying policy and proposed a range of new strategies and support.

In 2013 the school continued its implementation of the Mindmatters framework to improve its capability in improving the mental health outcomes in the school community. All teaching and administrative staff participated in Level 1 Training.

All teaching staff participated in a combined professional learning day with the staff from Merewether High School and Lambton High School as a community of schools initiative.

Training was provided by Michael McQueen, one of Australia's most prominent social researchers. Staff explored strategies to better understand and cater for *Generation Y* students.

The Values We Teach

Each year, parents of students in the junior and middle years are surveyed annually regarding their choices for access to values-based classes. In Years 3-6, parents could elect to have their child attend a weekly Special Religious Education (SRE), a weekly Ethics lesson or to attend Non-SRE in place of either.

Findings and Conclusions

Primary Ethics lessons are provided by trained staff, who are authorised by Primary Ethics, a unit of the St James Centre for Ethics in Sydney. SRE lessons are taught by volunteers authorised by

the Newcastle Ministers Association. All groups are supervised by members of the teaching staff. Since 2009, *Primary Ethics* has grown in numbers from an initial trial class, as one of ten in NSW, to now having 4 classes of enrolments. SRE numbers have remained stable in Years 3-6, with 3 SRE classes being provided weekly. Non-SRE numbers have declined over the same period.

In Years 7-8 members of the senior executive met with Secondary SRE providers to negotiate a more effective method of delivery for Stage 4 (Year 7) students. Over the 2008-2012 period, SRE numbers had declined to the point of having less than one class of students attending SRE. The weekly, class-based structure was clearly not an attractive option for middle years students. For 2013, a seminar series of 4-period seminars, once per term was negotiated with providers to be implemented. Numbers dramatically rose as a result, with 3 classes from 6 now attending SRE.

Educational Management & Practice

In 2013, as response to a survey of school teaching staff using the NSW Analytical Framework, voluntary professional learning using the Team Leadership for School Improvement Program K-12 (TLSIP) continued twice termly. Aspirant leaders from each faculty along with head teachers and assistant principals were led by members of the senior executive team. Modules of learning included, *Teacher Quality, Teachers as Leaders, Beliefs and Values, Results-Focused Teamwork, Data-focused School Planning, Strategic Professional Learning and Sustainability*.

In 2013, the Science faculty participated in a review of Faculty practices and procedures. All staff in the faculty were surveyed in relation to dimensions of management and teaching practice: Teaching and Learning; Assessment and Reporting; Faculty Planning and Management; Student Management and Welfare; Leadership and Culture; Professional Learning and Staff Welfare.

The review team consisted of the Principal, Deputy Principal responsible for the faculty, the Faculty Head Teacher and the Assistant Principal (Primary). The review involved a survey of teaching staff, interviews, a review of faculty documentation and lesson observations.

The Teaching and Learning Committee led by one of the Senior executive provided a mentor and support program for new and early career teachers through the Classroom Teacher Program

Findings and Conclusions

The Science faculty consists of an experienced staff with an experienced Head Teacher. A large number of staff from the faculty have whole school responsibilities. Many staff are experienced HSC markers. There was a high level of collegiality within the faculty and staff showed a strong sense of common purpose and an understanding of the needs of students in a specialist performing arts school.

Staff in Science complied with their professional accountability in relation to school policy for the monitoring of student assessment.

Staff participation in professional learning was high. There was strong participation from the faculty in professional learning outside of school hours. Two staff participated in the Team Leadership for School Improvement program.

Some inadequacies and inconsistencies were identified in relation to the programming style and methods used to register completion of units of work, record accommodations and adjustments to the program. Senior executive provided support to implement a range of quality system improvements. This will continue in 2014.

21st Century Learning

In 2013, all parents and students from Years 9 to 12 were surveyed in relation to technology prior to the culmination of the DER program and the school's implementation of BYOD. Staff were also surveyed in relation to their use of technology in the classroom and their professional learning needs. Over 700 families were invited to participate in the parent survey. Two hundred parents responded.

Findings and conclusions

A meeting was held in Term 4, 2013 to brief parents on the implementation of *Bring Your Own Device* policy.

The school reaffirmed its commitment to enhancing teaching and learning practice through the use of technology.

Staff responses to ICT surveys indicated a varied level of expertise and confidence in integrating technology into effective classroom practice.

Future Directions

School Welfare Programs

In 2014, the school will: provide *Kids Matter* training to all Primary teaching and support staff.

The school's Anti-bullying Plan will be released through the launch of the Connect@HSPA website. There will be a week of activities and workshops in week 11 of term 1 to focus on the 2013 theme *Stand Up, Speak Out*. A performing arts showcase competition will be held where students will be asked to enter a variety of works to highlight the 2013 theme. Sponsorship will be sought to fund prizes for winning entries and the ongoing development of the website.

The Values We Teach

The success of the SRE program resulted in a negotiated expansion for 2014 to include Year 7 and 8 students. This will be delivered in a seminar style program once per term.

Primary Ethics classes will be offered in 2014 across Years 3 to 6.

Educational Management & Practice

In 2014, the school will: continue the Faculty Review process for two additional faculties; review implementation of the state policy for the HSC Monitoring and Assessment; continue to refine and enhance the implementation of the Teacher and Executive Assessment and Review policy; and include strengthened processes for teacher conferencing and lesson observations.

Due to positive feedback from participating staff, additional optional modules in the TLSIP will be offered in 2014.

Induction process for new and early career teachers will continue to be enhanced. The Teaching and Learning Committee will offer a range of support structures including access to the Classroom Teacher Program online modules in 2014.

21st Century Learning

In 2014, students in Years 9 to 12 will be offered the opportunity to bring their own technology to school and connect with the school's wireless network.

Following a review in Term 1 2014, it is proposed to extend this to Years 7 and 8.

Two classrooms in HSIE and English will be reconfigured as alternate learning spaces to allow for trialling of project based and collaborative learning.

The school community will again be surveyed to review the implementation of BYOD opportunities and the extent to which technology has been embedded into daily classroom practice.

In 2014 targeted professional learning will be offered for staff in a range of applications to integrate technology into effective classroom practice. Expert teachers from across the school will lead regular weekly workshops to mentor staff and showcase best practice.

Teacher Professional Learning

Professional learning activities for staff reflected target areas identified in the school plan and teacher professional learning plans.

Priority Area	Amount
Beginning Teachers	\$ 4940
Information Communication Technology for Teaching and Learning	\$ 3411
Literacy and Numeracy	\$ 721
Quality Teaching	\$ 3260
Syllabus Implementation	\$ 15149
Career Development	\$ 7781
Welfare and Equity	\$ 5366
Total Teacher Professional Funds	\$40628

Over \$40600 was spent on professional learning in the NSW DEC seven priority areas using state based funding. However, additional school funds, competitive grants and a one-off extra allocation of staff development days were utilised to support the following teaching and learning and student welfare programs. This totalled over \$44000 and the equivalent of 80 teacher professional release days.

Project Area	Amount
HSPA Differentiated Learning Project	\$10000
HSPA Teaching and Learning Initiatives	\$10000
HSPA Anti-Bullying Initiative	\$4000
Australian Curriculum Implementation	\$20382
Australian Curriculum Implementation	80 days
Total Extra Days	80 days
Total Extra Funds	\$44382

The school's priority was to prepare for the implementation of the Australian Curriculum in 2014, with a strong focus on differentiated learning for gifted and talented students. Activities included attendance at conferences and workshops organised by professional associations; planning and developing resources for new courses and syllabi; evaluating and developing assessment programs. Twenty eight staff across English, Mathematics, Science, HSE and Primary participated in the differentiated learning project.

School Development 2012 -2014

Targets for 2014

Targets for 2014 specify the changes the school intends to achieve as part of its improvement planning.

Target 1: Quality Systems

To improve student learning outcomes through the provision of activities based upon the principles of quality teaching and learning.

Strategies to achieve this target include:

- Head Teachers to continue engagement with their professional learning networks and associations.
- Unification of the Student Representative Council, the Primary Parliament and the Senior Student Executive as a continuum to Improve consultation with students to increase student voice.
- Development of a staff Sharepoint to centralise calendars, variations to routine, share resources, log IT requests, document Faculty meeting minutes and agendas.
- Continued participation in the optional modules of Team Leadership for School Improvement Program.
- Utilise MYPL@EDU track participation and completion of policy compliance training.
- Faculties participate in a three-year cyclic review of accountabilities as identified in the *Leading and Managing the School* document.
- Implementation of K- 10 National Curricula in 2014 for English, Mathematics, Science, History in Secondary and English and Mathematics in Primary.
- Continue the development and/or review of role statements for all staff.
- Review and improve induction programs for new staff, students and visitors.

- Mid-term reviews of student progress are used to support student learning and welfare.
- School administrative staff and general assistants attend regular professional development opportunities.
- Establish and staff a Student Administration office to centralise student attendance, auditions and enrolment.

Our success will be measured by:

- Regular executive staff attendance at Head Teacher network meetings.
- Increased staff participation in leadership development programs.
- Student input into the formalisation of application process for student leadership.
- Technology surveys by staff and students
- Student leaders are more visible in their roles across the school.
- Executive staff members make regular visits to classrooms and staffrooms.
- Student achievement is celebrated at a classroom level and beyond.
- Executive staff and aspirant leaders are confident in providing professional development to, and management of their faculty/stage area.
- Communication across the school is accurate and timely.
- All staff is aware of departmental policies and procedures for organisation and follow these.
- Onsite Staff professional development is recorded within MYPL@EDU
- Faculty budgets are aligned to school plan and reflect the professional learning plans for staff
- Increased access to support for students with specific learning needs.

Target 2: Quality Teaching and Learning

Enhance teacher quality, capacity and accountability.

Strategies to achieve this target include:

- Formalised lesson observations and structured teacher conferencing are embedded as part of the Teacher and Executive Assessment and Review Schedules.
- Lesson observations provide evidence of confident use by staff of collaborative learning, creative thinking and problem solving as teaching and learning strategies

- Systematic analysis of data to determine specific school groups and individual targets and is used to inform curriculum differentiation and learning accommodations.
- Faculties provide online feedback to the Board of Studies regarding the NSW Phase 2 and Phase 3 implementation documents for the Australian curriculum.
- Review and redevelop the school's Gifted and Talented (GAT) policy and focus differentiation as part of the new GAT model ensuring that all staff members implement strategies into their lessons
- All Primary staff are trained in Kids Matter.
- Implementation of the Plus 2 Numeracy Strategy
- Introduction of the HSPA Mathematics Bee
- Provision of Maths Online, My Maths Online and Study Ladder interactive support packages across 3 – 12
- The implementation of a Maths Tutor group to run three mornings per week to support all students studying Mathematics years 7 -12.
- Review of explicit literacy and numeracy instruction, driven by student data across KLAS with modification as identified from the analysis of NAPLAN performance data.
- Effective use of school-based support for students with divergent literacy and numeracy needs, including team teaching and small class sizes.
- Successful participation in the Premier's Reading, Debating, Sporting and Service Learning Challenges and the Premier's Spelling Bee
- Audit of assessment and teaching programs through faculty reviews and staff supervision.
- Individual Education Plans (IEPs), risk assessments and medical care plans are developed and communicated to staff for assisting students who have support needs.
- Implementation of BYOD Policy
- Students learning is engaged through 21st century learning practices.
- Data is used to inform curriculum differentiation and learning accommodations.
- Higher-order thinking strategies are embedded in teaching and learning programs.
- Teachers are confident with the use of the NSW BOS Program Builder
- Programs are in place for the implementation of Phase 1 Australian Curriculum in Year 3,4,5,6,7 and 9 classrooms.
- Staff demonstrate a common philosophy and language in dealing with student wellbeing.
- GATS identification is improved and targeted strategies are in place in student IEPs.
- Staff incorporate student Individual Education Plans in their programming and planning in order to make appropriate accommodations and adjustments for students individual learning needs.
- Increased participation by targeted students in Newcastle University GATS Programs.
- Increase the number of teaching spaces with access to interactive whiteboards.
- Faculty planning processes are in place to identify aspects of numeracy and literacy underperformance for particular student cohorts and individual students.
- External data shows improvement in a shift of students from proficient to higher bands in literacy and numeracy national testing.
- Higher School Certificate data shows an increase in representation by students in the upper two performance bands.
- Teaching programs and registers provide evidence of differentiation and curriculum adjustments for students

Target 3: Quality Relationships

Enhance the school learning community and interdependence between partner schools, through improved relationships and communication.

Strategies to achieve this target include:

- *Yarn Up* - an annual event for Aboriginal and Torres Strait Islander families celebrating performance, allowing for review of Personalised Learning Plans (PLPs) in an informal setting. Investigate options for a second opportunity to follow up on PLPs later in the year.

Our success will be measured by:

- Teachers have access to use and understand data relating to the students they teach.
- Increased number of courses on the school's e-learning portal (MOODLE) are available to and are accessed by students
- Increased effective use of laptops in lessons as reported by staff and student survey

- All Aboriginal Students establish links with Wollatuka Institute
- Negotiate with the Confucius Institute to establish cultural connections through the formalisation of friendship school relationship with China.
- Offer 2 Unit Chinese Beginners in Stage 6 and 100 hour Chinese in Stage 5
- Continue the range of guest speakers to present to parents at P and C meetings
- Seek sponsorship for the revitalisation of the Creative Arts Aboriginal Education and Boys in Performing Arts programs.
- Continue to look to opportunities to join professional learning within the local community of schools
- *Kids Matter* training for all Primary staff in Term 1, 2013.
- Enhanced monitoring of student progress through mid-term reviews via Millennium
- Continued implementation of Stage 5 and 6 Vocational Education Training programs with a performing arts focus.
- Continue to develop IEPs for students at risk of leaving school prior to 17 years of age.
- Review available data to identify students at risk of non- completion of Stage 6
- Continue to provide options for flexibility and choice in subject selection and school structures to support retention of students in their chosen performing arts and career paths.
- Student buddies are attached to new students entering HSPA.
- Improve induction processes for new and casual staff in relation to workplace health and safety matters, anaphylaxis policy,
- Continued support of all co-curricular performing arts and sport programs.
- Implementation of vocational performing arts programs to maximise student participation and retention in the arts.
- Training for staff to teach new VET courses are supported by the VET Action Learning Team.
- Revise the school's Anti-bullying Plan through consultation with staff, students and parents and with reference to student survey data.
- Review and implement strategies from the Hunter School of the Performing Arts marketing plan.
- Numbers of Aboriginal and Torres Strait Islander students auditioning for HSPA continue to grow.
- Continued increase in numbers of Aboriginal and Torres Strait Islander students completing Year 12.
- A formal agreement with a Chinese friendship school is established and hosting arrangements and school interschool visits continue
- Increased numbers of boys audition for and successfully enrol in HSPA.
- One hundred percent retention of students to completion of Year 12.
- Increased parent attendance at P and C meetings
- Reduced number of students returning to local schools or leaving to pursue full time dance
- Increased participation in school-based VET in Stages 5 and 6 for non- ATAR students
- The implementation and communication of the HSPA Anti-Bullying Plan and Connect@HSPA website.
- Increased awareness of bystander effect and reduced occurrences of bullying through the *Stand Up Speak Out* performing arts showcase
- School phone on hold message is used to promote student achievement using recordings of ensembles.

Our success will be measured by:

- All teaching and support staff access PLPs, IEPs and use them for programming and planning

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Richard Jennings, School Principal

Mr Khalil Khay, Deputy Principal

Ms Bree Harvey-Bice, Deputy Principal

Mr Marcus Neale, Deputy Principal

Mrs Beverly Boyd, Head Teacher Admin/PDHPE

Mrs Cassandra Portelli, Head Teacher Mathematics

Mr Daryl Sanson, Head Teacher Science

Mr David Rees, Head Teacher HSIE

Mr Terry Farrelly, Head Teacher TAS

Mrs Janeanne Hardie, Head Teacher Welfare

Ms Sarah Reeve, Head Teacher Music

Mrs Penny Fleming, Head Teacher Performing Arts

Mrs Helen Willis, Head Teacher Visual Arts/LOTE

Mr Stewart McGowan, Head Teacher English

Ms Lisa Maclean, Assistant Principal Middle Years

Ms Wendy Leis, Assistant Principal Junior Years

Mrs Kim Gallagher, School Admin. Manager (Rel)

Mrs Della Hill, School Admin. Manager

Mr Rob Cooper 2013 P&C President

Miss Hannah Gardner, 2013/2014 School Captain

Mr James Coates, 2013/2014 School Captain

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>