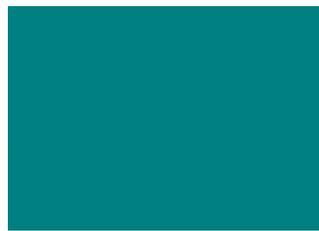
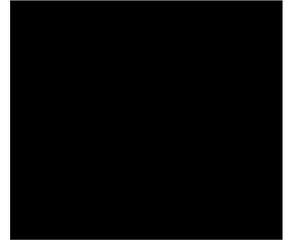
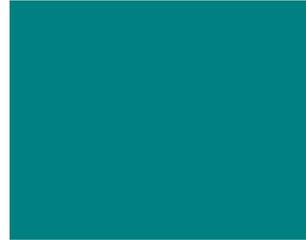


# 2014 Annual School Report Hunter School of the Performing Arts

*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 2014 the school had 1193 students from Years 3-12 enrolled across six stages of learning (Stage One-Stage Six). The Junior School's total enrolment (Years 3-4) was 30 in total, consisting of 6 male and 24 female students. The Middle School's total enrolment (Years 5-8) was 489, consisting of 114 male and 372 female students. The Senior School's total enrolment (Years 9-12) was 657 consisting of 202 male and 455 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. The staff provides opportunities for all students to be confident and creative, to have a positive attitude towards learning and to strive towards excellence. Our staff encourages 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 2014. 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 2014, the school focus was the implementation of the *Australian Curriculum*. The school received additional funding to provide release time for professional learning, planning and resourcing.

Over \$91,000 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.

As part of the NSW DEC Local Schools Local Decisions policy, the school received additional funding based on the socioeconomic and the aboriginal background of our students. There was also additional funding provided through the Great Start Strong Teachers initiative to support four early career teachers with additional release from face to face and release time for a teacher mentor to work with them.

RAM Beginning Teacher Support	\$21070
RAM Equity	\$27609
RAM Aboriginal Funding	\$2187
School sourced funds	\$15000
<b>Total RAM Expenditure</b>	<b>\$65866.00</b>

### Aboriginal background

The school engaged the services of a Community Liaison Officer (Aboriginal) to support students with organisational skills, homework and home school relationships and communication.

### Socio-economic background

These, in addition to other school funds, were used to employ additional teacher time to support students who had been approved for special provisions for their exams. All students were given support in numeracy through an online subscription to Maths Online, My Maths Online and Study Ladder.

Additional support classes were formed in Stages 3-4 Mathematics and additional in-class literacy support was provided through additional Learning and Support Teacher allocation to Stages 3-4 English.

## Beginning Teachers

Teachers in their first year of teaching were given additional support which included release from face to face to work with a staff mentor, access to targeted professional learning through the Classroom Teacher Program and release time to observe and peer teach with more experienced colleagues.

## Other Significant Programs and initiatives

Following a successful trial of the Bring Your Own Device Policy in 2013 the school extended the program to the Middle and Junior school. At the end of 2014 the upgrade of the schools wireless network was commenced in preparation for the installation of the school's enhanced Technology for Learning server (eT4L). A significant amount of professional learning was provided for staff to develop their skills in the use of technology in the classroom to provide increased opportunity for student collaboration and engagement.

Planning commenced for the development of the School Plan 2015 – 17. Following an evaluation of the achievements in the previous school plan, the school engaged with all of the stakeholders in redefining the schools the school's vision statement and strategic goals and purposes. Students, staff and parents were surveyed using online tools from The Learning Bar as well as a range of student and school community forums to gauge feedback on areas for improvement. Staff analysed a range of student performance data including data from HSC, NAPLAN, and the Essential Secondary Science Assessment (ESSA).

The school continued its involvement in the Premier's 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 2014

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) and the Higher School Certificate (HSC) remain as NSW-based external assessments of student learning.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

## Essential Schools Science Assessment Year 8

The results for the HSPA 2014 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, 33.3% of students achieved Levels 5 and 6 compared with 23.4% of the State. Highlights in the 2014 results include an increase in students represented in the top three bands, with girls increasing their Band 6 representation for Overall Science by nearly 400%. Boys exceeded state and SSG means for achieving higher scores in Extended Response tasks.

## Higher School Certificate - Year 12

Results were well above the state averages for many courses. 2014 represented another highly successful year for the HSC candidature at our school. A total of 65 Band 6 grades and 237 Band 5 grades were achieved by Year 12 students.

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 provides a creative learning environment where excellence is nurtured to enable all students to perform their best. 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.

Our school has a focus on quality teaching and learning practices to engage students and enhance learning in a 21<sup>st</sup> 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

2014 has been another great year at HSPA and a successful year for our P&C.

Our children are fortunate to attend such a great school, and on behalf of parents and families, I would like to thank all teachers, support staff, our Principal and Executive for your commitment to educating, caring for and supporting our kids.

Schools function best when there is a partnership between teachers and staff, families and kids, and I

believe our school is an outstanding example of such a partnership.

HSPA has a dedicated community of parents and families who work hard to support their children and our school. The list of activities, events, competitions, teams, bands and ensembles across academic, performing arts and sporting endeavours at our school is almost endless, and our parents support them all. Our teachers also go above and beyond time and time again to ensure our kids get the most from their education experience.

Our P&C is proud to also contribute to our school. During the year our P&C has provided parents and families with access to school leadership, familiarisation with school facilities and resources, information about subject areas and the opportunity to discuss school plans. Recent strong attendance at our meetings suggests this has been a popular focus, and we hope it has given parents valuable insight into our school and the NSW education system.

At HSPA we are lucky to have a wonderful canteen, and to have moved into a fantastic new facility during the year. Thanks to the professionalism and commitment of our canteen staff and volunteers, not only do our kids eat well, but canteen profits have enabled us to donate \$60,000 this year for school improvements and education resources that will assist students and the school into the future.

Our P&C subcommittees have again devoted a lot of time and energy and done a fantastic job supporting their specific areas of our school. I would like to thank the convenors of the various subcommittees for their leadership and the committee's work during 2014.

The contribution our P&C makes to HSPA would not be possible without the dedication of our P and C executive. I thank them very much for their support and help during the year, we are lucky to have them.

This report brings our family's time at HSPA to an end, after 8 wonderful years with the school. We are very thankful for the special and unique education experience our kids have been fortunate to enjoy.

Treasure your time at our great school, be involved and make the most of it. Believe me it goes by very fast.

**Rob Cooper, 2014 P&C President**

## Student Representative's Message

As the new captains of 2015, we would like to firstly express our privilege of being a part of the 2014 school year. We are continually building on the strong foundations left by the previous Senior Student Executive and their cohort.

"Performing at Our Best" is Hunter School of the Performing Art's school motto, and that is certainly what the year 12 students of 2014 did, through being involved in representing our school across a variety of high profile events within our local and national community.

Multiple nominations for *Encore*, *Onstage* and *Call Back* were among the many achievements of the Year 12 of 2014.

Our school was heavily involved in Starstruck and NSW Schools Spectacular ranging from the roles of soloist and ensemble singers and dancers, orchestra member, 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 was held in Canberra. They won 4 out of the 5 platinum awards given out during the competition.

The school musical of 2014 "The Wizard of Oz" was a primary production that involved high school students in the orchestra, lighting and set design. Two amazing feats were reached with this musical. One, every primary school student performed in it. Two, a lot of hard work went into this musical, and this has been recognised not only by the community but also by being nominated for 3 CONDA awards in 2015.

Continuing on with the amazing performing arts feats of our school, five year 12 students were featured on 1233ABC. They displayed their amazing talents and also had an interview with the radio hosts.

The 2014 International Children's Games held in Lake Macquarie also had a strong representation from our school including; featured artists, musicians and dancers.

Not only does our school represent and achieve in the performing arts but we also had a large number

of students competing through to state level for a number of sports including diving and touch football.

Millabah, our schools Aboriginal Dance Ensemble performed at various events such as NAIDOC week as well as featuring students in Star Struck and School Spectacular.

Many of our students also find the time to fundraise to support others in need. Harmony Day, Shave for a Cure, World Challenge, Wear it Purple Day 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 of 2014 held a variety of planning meetings to discuss how we as a student leadership team could address a wide range of topics to better improve the connection with the SRC. The leaders strengthened the links with our SRC, supported the leadership across the school and assisted the year groups with their assembly coordination, communication and organisation skills.

On behalf of the student body, we would like to personally thank Hunter School of the Performing Arts for encouraging us to shine, not only on stage but also in the high level of education that will be presented and treasured by the whole school over 2015. 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.

**Jessica Heaney, Zoe Speer, 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

	2010	2011	2012	2013	2014
Male	28	38	35	36	27
Female	101	123	125	128	138
Total	129	161	160	164	165

#### Student Enrolment Years 7-12

	2010	2011	2012	2013	2014
Male	298	287	291	290	298
Female	704	701	677	701	707
Total	1002	998	968	991	1005

### 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 above the state average.

### Years 2-6 Student Attendance

Percentage of Full Student Attendance				
	Year	2012	2013	2014
School	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	95.3	94.9	N/A
	3	95.6	95.6	96.1
	4	93.6	95.0	95.4
	5	94.4	94.6	95.1
	6	93.4	94.8	95.1
	Total		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 communication with parents occurred in 2014 concerning student absences. The school continues to improve systems for monitoring.

### 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 class size audit conducted March 2014.

2013 Primary Class Size Table				
Primary Grade	Primary Class	Total/Class	Class Size	Total/Grade
Three	3/4MB	8	30	8
Four	3/4MB	22	30	22
Five	5E	27	30	55
	5OW	28	30	
Six	6B	28	30	82
	6K	27	30	
	6P	27	30	

### 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

School	Year	2008	2009	2010	2011	2012	2013	2014
	7		94.0	93.4	93.7	95.1	92.5	95.0
8		92.1	92.4	92.8	94.0	92.2	91.9	
9		91.5	91.5	91.3	93.5	92.4	92.0	
10		91.9	89.6	89.8	91.9	91.1	91.6	
11		89.7	91.1	89.8	92.0	92.1	91.3	
12		90.8	90.6	89.6	87.6	89.4	88.8	
<b>Total</b>		<b>91.6</b>	<b>91.8</b>	<b>91.5</b>	<b>91.2</b>	<b>92.5</b>	<b>90.1</b>	<b>91.8</b>
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1
9		88.8	89.1	88.8	88.7	89.4	89.7	
10		88.7	88.3	87.1	87.0	87.7	88.1	
11		89.4	89.1	87.6	87.6	88.3	88.8	
12		89.4	89.8	89.2	89.3	90.1	90.3	
<b>Total</b>		<b>89.9</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>	<b>90.2</b>

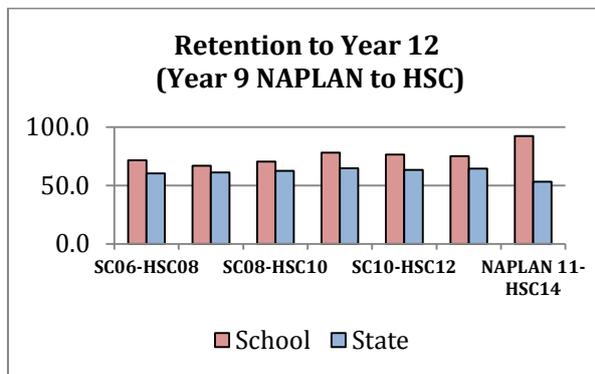
Attendance rates remain strong despite the distances to travel and performance commitments, which students have. The school significantly outperforms regional and state averages for attendance. Whilst senior school attendance is affected by performing arts commitments and distances travelled both to/from HSPA, Year 11-12's attendance continues to remain higher than SSG and State averages.

## Retention to Year 12

The table and graph below shows that the school's retention rates continue to remain higher than State averages. 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 (NAPLAN 2011 to HSC-2014)					
	SC08 – HSC10	SC09 – HSC11	SC10 – HSC12	SC11- HSC13	NAPLAN 11- HSC14
<b>HSPA</b>	70.4	78.0	76.4	75.1	70.1
<b>State</b>	62.7	64.4	63.4	64.5	53.2



## Post-School Destinations

From 152 enrolled HSC students at HSPA in 2014, 57% were offered a place at university level, which is commensurate with previous years and represents twice the State average. Twenty eight percent went on to study at TAFE or a private vocational college, 6% commenced traineeships and apprenticeships, with the remaining 9% engaging in full-time employment.

## Year 12 Students Undertaking VET Training

In 2014, 40% of Year 12 students undertook some studies in vocational or trade training. Thirty Year 12 students were enrolled in TAFE TVET programs. School-based traineeships were completed by 3 students, whilst 24 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 152 students, 100% of the candidature attained the HSC credential. One student left school at end of 2014 with a partially completed HSC program 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 Establishment

The staff establishment of the school is unique, given its Year 2-12 Community School status. The school is also the only performing arts school with this Year 2-12 status and is also the only one whose enrolment is fully-auditioned. The school operates with both primary and secondary school components to its staffing in traditional areas and across the middle years of the curriculum.

Position	Number
Principal	1.0
Deputy Principal(s)	3.0
Assistant Principal(s)	2.0
Head Teachers	10.0
Classroom Teachers	65.5
Learning and Support Teacher	0.9
Teacher Librarian	1.400
Careers Adviser	1.0
Teacher of ESI	0.0
Itinerant Teacher Visual Disabilities	1.0
District School Counsellor	1.0
School Administrative & Support Staff	14.2
<b>Total</b>	<b>101</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Less than 5% of the school's staff identify as being of Aboriginal or 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 2014, Ms Wendy Leis retired from the Primary. Ms Leis was the Assistant Principal since the Primary was established in 1992. Ms Leis was replaced by Mrs Karen O'Neill who took up the position of Assistant Principal in Term 4.

Three teachers in the English Faculty were promoted to Head Teacher and took up positions in their new schools. Mrs Bevin was appointed to Callaghan College (Wall send Campus) and was replaced by Mr Andrew O'Callaghan. Mrs Carrall was appointed to Great Lake College and replaced by Mrs Amy Tickner. Mrs Clarke was appointed to Irawang High and replaced by Mrs Alison Byrne.

In Technology and Applied Studies, Mr Terry Farrelly went on leave and his role as Head teacher was filled from within the faculty in a relieving capacity.

### 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	24

### Beginning Teachers

The school received additional funding in 2014 to support teachers who commenced their first permanent appointment. The nature of the support provided varied according to the level of previous experience of the teachers but included additional release time for them and their mentor and release for professional learning based around the requirements for teacher accreditation.

### 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 2014 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	791 496.18
Global funds	851 653.87
Tied funds	423 124.83
School & community sources	1 265 385.07
Interest	27 911.51
Trust receipts	194 317.06
Canteen	0.00
<b>Total income</b>	<b>3 553 888.52</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	197 267.34
Excursions	238 766.50
Extracurricular dissections	620 363.18
Library	9 305.75
Training & development	91 000.76
Tied funds	409 695.34
Casual relief teachers	236 752.95
Administration & office	324 099.23
School-operated canteen	0.00
Utilities	196 127.18
Maintenance	72 780.04
Trust accounts	156 521.23
Capital programs	145 581.96
<b>Total expenditure</b>	<b>2 698 261.46</b>
<b>Balance carried forward</b>	<b>855 627.06</b>

## School Performance 2014

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 2014 HSC results placed it in the top 150 schools in New South Wales, public or private.

## 2014 Achievements

### Arts

- An *Orientation Concert* was held at the Civic Theatre, Newcastle to launch the 2014 scholastic year. This concert featured many performances by students from existing Dance, Drama and Music ensembles from Years 3-12 and outstanding 2013 HSC performances. A second concert *Oh What a Night* was held in the evening to an audience of over 400 patrons.
- Nearly 3000 students, parents and community members attended the school musical *The Wizard of Oz*. Directed by Ms Posavec with musical direction by Mr Rowlatt, two casts and three lead casts performed a season of eight shows. Students from the Theatre Training Group and Entertainment

Industry Theatre courses acted as production assistants.

- The entire 2014 Visual Arts Body of Work Exhibition was held in the Hunter Theatre and an increasing number of short films were included as part of the digital media components of Visual Arts. Three students were nominated and two students had their works selected for Art Express. Lily Ostini's work was nominated for inclusion in *Art Express*, with Alexia Psaltis having her works displayed at the NSW Art Gallery and Byren Sawell's short film *Amissio* was shown at the Maitland Art Gallery.
- Twenty three HSC Dance performances were nominated and two were selected for inclusion in *CallBack*. Elizabeth Emslie and Georgia Robinson had their individual major study performances selected for inclusion.
- Nine HSC Drama students had their HSC practical works nominated for inclusion in *ONSTAGE*. Georgia Hicks-Jones, Tegan Gow, Justin Smith, Sarah Gordon, Joanne Bintley, Liam Diviney, Jasmine Duff, Sarah Gordon and Jordan Sharp were nominated. Five students, Joanne Bintley, Liam Diviney, Jasmine Duff, Sarah Gordon and Jordan Sharp, were selected for inclusion for their group devised piece *Tristesse*.
- The Year 3-12 Public Speaking Competition continued in 2014. Eighteen 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.
- Nine students from Years 11 and 12 competed in the Lions Club Youth of the Year contest, with James Coates of Year 12 and Arlo Alexander-Meylan of Year 11 each winning a Public Speaking Round.
- Twenty-three performances from 13 HSC Dance students were nominated for *CallBack*. Elizabeth Emslie and Georgia Robinson were successful in performing their Major Study Performance.
- HSC Drama received 5 nominations for *Onstage* from 9 students, including a group piece. *Onstage* is the showcase of the best HSC Drama practical performances. Georgia Hicks-Jones, Teagan Gow, Justin Smith and Sarah Gordon received individual nominations. The group devised performance; *Tristesse* by Joanne Bintley, Liam Diviney, Jasmine Duff, Sarah Gordon and Jordan Sharp was selected for inclusion in *OnStage*.

- Primary and Secondary Dance Companies were invited to perform at the State Dance Festival. Jasmine Bard was a member of the Arts Unit's State Dance Company
- Lorenzo Ambrose, Zoe Speer, Montana Little and Felix Tonat-Skinner were selected to attend the 2014 State Drama Camp.
- The Primary Wind Ensemble and Primary String Orchestra performed at the Mimosa Concert in the NSW Arts Unit Festival of Instrumental Music at the Sydney Opera House.
- Sian Filipo, Lucy May and James Boyd continued their participation in the *NSW Public Schools Aboriginal Dance Company*, run in conjunction with Bangarra Dance Theatre.
- In the 2014 *MindPlay* Drama Competition, Year 11-12 Drama students performed a piece called *Megan: Schizophrenia in Adolescence*. This piece was selected as the winner out of six finalists as part of annual event in the school's Hunter Theatre. Coordinated by Hunter Institute of Mental Health and HeadSpace, it continues to provide an opportunity to safely put a voice to mental health issues.
- 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 2014 Hunter Region Star Struck performances of *Magic Happens* 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.
- Two groups of Year 7-11 students danced at the Schools Spectacular at the Sydney Entertainment Centre, with Mrs Jo-Anne Thorne being a segment choreographer.
- The Music Department was also represented at the NSW School Spectacular in Sydney, with Sophie Curtis being a featured artist.
- A series of *HSPA Showcase Concerts* were held in 2014 to highlight performances of students in Dance Drama and Music from Years 3-12.
- Six 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, Sydney Anzac Day Parade, Scone Horse Festival, the Asian Cup and the International Children's Games at Lake Macquarie.
- The Middle School, Senior Choirs and the Senior Vocal Ensemble performed a major work by renowned Australian composer, Paul Jarman at *VOCE*, which was held at St Augustine's Church in Merewether.
- The String Orchestra also performed at St Augustine's Church for *VOCE*, and at Newcastle Cathedral for *A Baroque Evening*.
- The Senior Stage Band performed at Hamilton Festival, Scone Horse Festival and the Newcastle Jazz Festival.
- The *HSPA Shakespeare Short Play* series provided all Year 9-11 Drama students with the opportunity to experience the bard, culminating in a Showcase event.
- Mathew Bradford, Harry Gelzennis, Jolie Brennan, Sophie Curtis and Alexandra Riordan continued their involvement in the 2014 Talent Development Project.
- Sophie Curtis was nominated and selected to perform at *Encore*, the concert of outstanding HSC performances at the Sydney Opera House for her Music 1 performance.
- Mia Sifflet of Year 8 composed and performed the theme song, *Don't Wanna Give Up* for the Lake Macquarie International Children's Games.

## Sport

- Year 7-10 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 3-8 and competitors from Years 9-12.
- Holly Fricker, Benjamin Fricker and Samuel 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 and Benjamin Fricker represented the school as members of the Hunter Secondary Diving Team in the NSW CHS Championships at Homebush. The Hunter Secondary Diving Team retained its title as State Champions. Holly was the 16 years Springboard Champion. Ben placed 2<sup>nd</sup> in the 13 years Springboard and 3<sup>rd</sup> in Platform events.
- Samuel Fricker was selected for the NSW All Schools Team to represent NSW at the National School Sport Australia Diving Championships. Samuel placed 4<sup>th</sup> in the Platform and 6<sup>th</sup> in the Springboard events. Holly also represented the state at the same championship and was placed 11<sup>th</sup> in the Australian Nation Age Dive Championships.
- Holly Fricker received a Special Mention at the 2014 Hunter Secondary Schools Sport Association Annual Blues Award ceremony. Samuel Fricker received a Special Mention at the 2014 Hunter Primary Schools Sport Association Annual Blues Award ceremony.
- Moana and Leilani Faasisila represented the school, the Hunter Region and NSW at the School Sport Australia Championships at separate modified swimming events in Tasmania and in Sydney on the same weekend. Moana achieved a 5<sup>th</sup> in the Primary Senior Para-800m event. Leilani achieved a Gold Medal for her Primary Junior Para-800m event. In Sydney, Moana achieved 5 NSW State Records and 3 Australian records in S11 classified events, winning Gold Medals in each event.
- 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 2010-14.
- One hundred sixty one Year 2-6 students and 360 Year 7-10 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 3-12. Student participation was high in the junior and middle years and excellent performances were recorded.
- A large number of Year 7-12 students represented the school at the CHS Zone Athletics Carnival, with

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

- The school's Year 3-12 Swimming Carnival achieved an attendance rate of 80%.
- 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.
- Year 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>	Kirrilee Seaman Joshua Ostermann Helena Brown Denika Mantle Taylor Mansfield Holly Fricker
<i>Gymnastics:</i>	Gabrielle Horsnell Jamie Byrne Aphra O'Brien-Slade Tahlie Park
<i>Hockey Official:</i>	Yasmin Skene
<i>Golf</i>	Olivia Leathley
<i>Diving:</i>	Holly Fricker Ben Fricker Sam Fricker
<i>Softball Official:</i>	Paige Hanna
<i>Swimming:</i>	Laura Bard Gabbi Guihot Tessa Tamplin Callum Jackson Genevieve Percival Harrison Bate-Barnier Seth Ward
<i>Trampolining:</i>	Holly Fricker Ben Fricker

Sam Fricker

Touch Football:

Sian Filipo  
Teagan Gee

## Academic

- Twenty eight Year 6 students successfully achieved a Top 25% result in the Australasian Mathematics Olympiad.
- Jacara Priestley of Year 11 and Alexa Elbourne of Year 9 both won their respective age divisions of the Poetry Section in the 2014 Patrick White Young Indigenous Writers Competition. Clancy Read received a Commendation for his Short Story
- Alexia Psaltis had her English Extension II piece selected for inclusion in the HSC *Young Writers Showcase*
- Thirty Year 11 Biology and Earth Science students participated in *Envirothon* at Hunter Wetlands, Shortland.
- Year 11 Biology, Geography and PDHPE students attended Barrington Field studies centre where they did field work relating to their respective curricula.
- One hundred and forty Year 5-6 students achieved High Distinction, Distinctions and Credit results in the Newcastle Permanent Building Society Mathematics Competition.
- One hundred and sixty one students from Years 3-6 participated in the Premier's Reading Challenge.
- Students from Years 7-12 entered in the Australian Mathematics competition and achieved 1 High Distinction, 3 Distinctions and 27 Credits. Martha Reece won the Prudence Award and a High Distinction individually. Anneliese Munday, Melanie McLeod and Sally Zhang achieved individual Distinction results.
- In the MANSW (Mathematics Association of New South Wales) Mathematics Challenge, Martha Reece was awarded a High Distinction for her perfect score. Sally Zhang achieved a Distinction, with Credits results being achieved by Jordan Warner, Theo Mangos, Jacinta Portelli, Mitchell Cordingly, Taylor Reece, Dominic Serafin, Darcy van Huisstede, Jamie Byrne and Mirima Goldman.
- Mirima Goldman, Gabrielle Horsnell and Gabrielle Virtue were State finalists in the MANSW

Mathematical Investigations Challenge. Gabrielle went on to win her age division in Melbourne for examining *What Economic Factors have the Greatest Effect on Fuel Prices?*

- Simon Gordon and Matthew Pedder both placed within the Top 100 students across Northern NSW for the Year 6 division of the Newcastle Building Society Mathematics Competition. Both boys were selected for a gifted and talented Mathematics Camp. Simon's result placed him 7<sup>th</sup> in the region.
- As part of our *Money Smart* initiative, students in Years 7-10 worked on an authentic task, which explored the costs involved in the School Production, *The Wizard of Oz*.
- Staff offered a high level of voluntary service to support the development of *Maths with Milo*. This program ran daily from 8:00-8:55am and provided free individual tuition for students. Attendance grew to over 100 students per week within one term.

## Other

- HSPA Languages teacher Mrs Pamela Burns and Mrs Daniela Philips escorted students on an excursion to New Caledonia, where they participated in a French Language Immersion program.
- The Year 3-12 Public Speaking Competition continued in 2014. Twelve primary students and 24 secondary students competed.
- Eighty-two 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 Years 3-12 performed at the Senior Citizens Community Concert in December at the Hunter Theatre.
- At the end of 2014, 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 at the Crossroads Camp.
- Student *MindMatters* teams delivered welfare programs in drug and alcohol education, cyber-bullying and mental health and well-being.
- Liam Tamplin was the ceremonial bugler at the Waratah West Public School Service

## 2014 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.

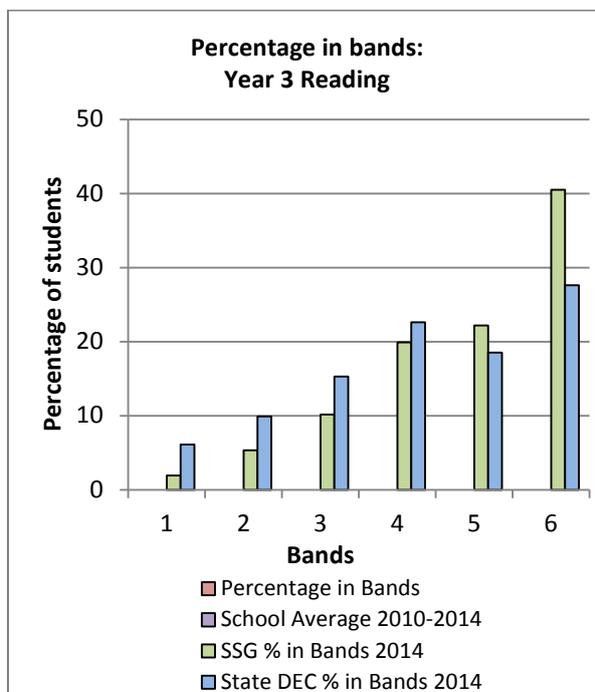
- Yr 3: from Band 1 (lowest) to Band 6 (highest)
- Yr 5: from Band 3 (lowest) to Band 8 (highest)
- Yr 7: from Band 4 (lowest) to Band 9 (highest)
- Yr 9: from Band 5 (lowest) to Band 10 (highest)

#### Literacy – NAPLAN Year 3

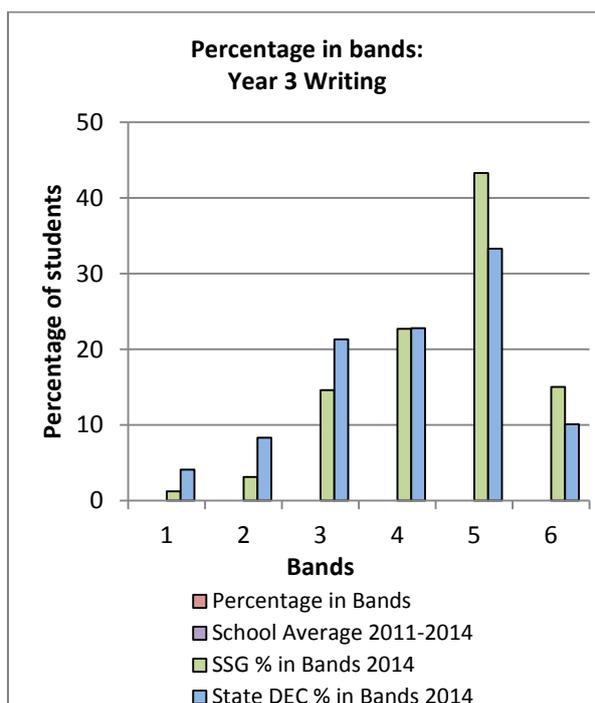
Eight Year 3 students achieved significantly higher results than students at Regional and State levels. Year 3 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 100%, 62.5%, 62.5% and 87.5% respectively achieving results in Bands 5-6 compared with averages of 46.1%, 43.4%, 48.6% and 50.6% for the state.

The cohort was underrepresented in Bands 1-4 compared the State averages and no student achieved a Band 1 or 2 result.

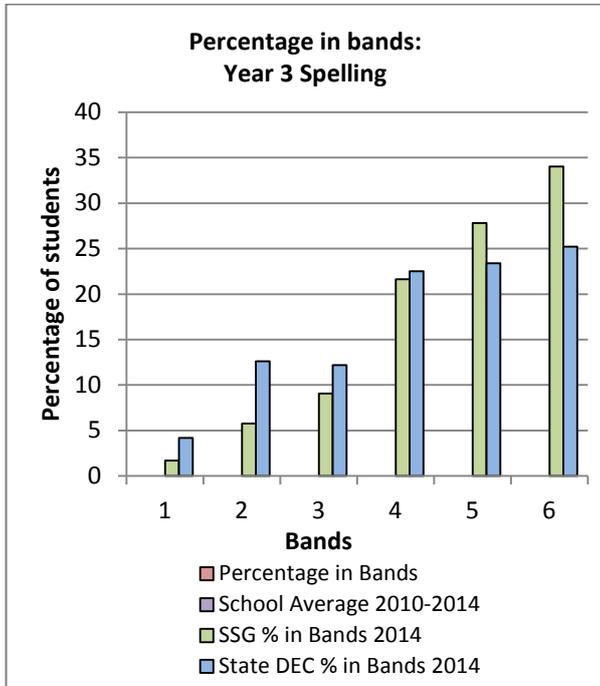
The school continued its delivery of a structured approach to the teaching of explicit comprehension strategies in guided reading throughout 2014.



In Year 3 Reading, the school recorded an average mark of 518.1, compared with 449.5 for SSG and 416.3 for the State.



In Year 3 Writing, the school recorded an average mark of 447.4, compared with 427.3 for SSG and 401.5 for the State.



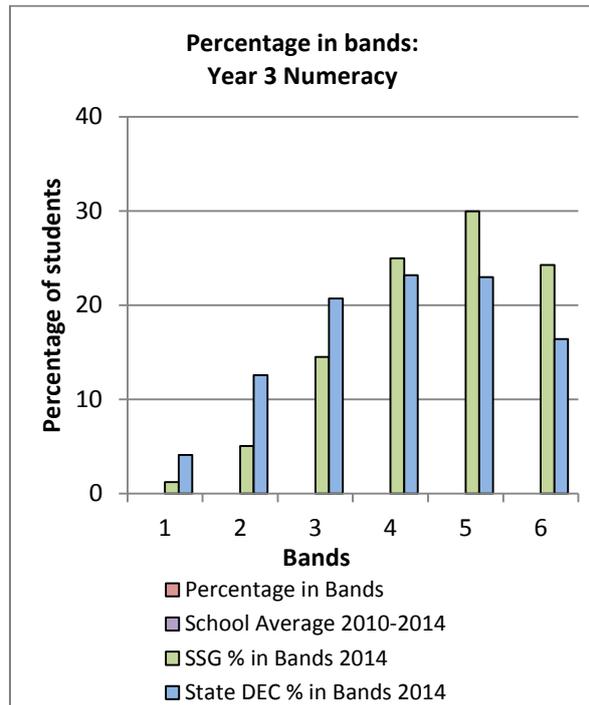
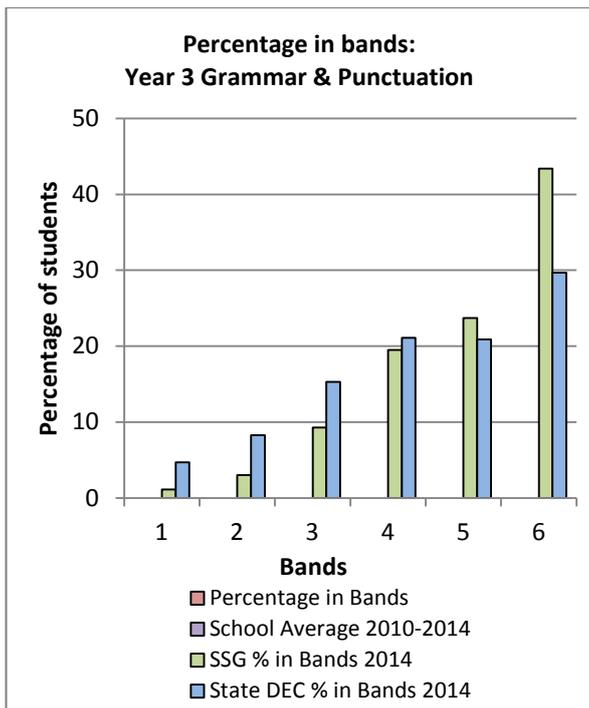
**Numeracy – NAPLAN Year 3**

All students achieved Band 4 or higher with 50% of students achieving Band 6. This result was double the average for the state. Year 3 students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 75% achieving results in Bands 5-6 compared with an average of 36.5% 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 25% in these bands. This compared very favourably with the state average of 58.5%.

In Year 3 Spelling, the school recorded an average mark of 476.2, compared with 446.1 for SSG and 418.8 for the State.

The school continued its delivery of cross grade, ability-based Mathematics groupings to explicitly deliver support, mainstream and acceleration programs throughout 2014.



In Year 3 Grammar/Punctuation, the school recorded an average mark of 524.2, compared with 465.8 for SSG and 427.1 for the State.

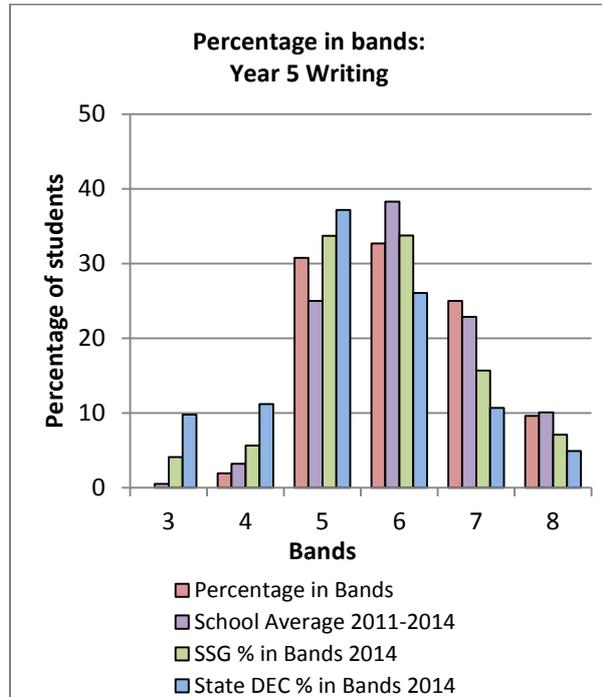
In Year 3 Numeracy, the school recorded an average mark of 462.1, compared with 431.0 for SSG and 401.6 for the State.

## Literacy – NAPLAN Year 5

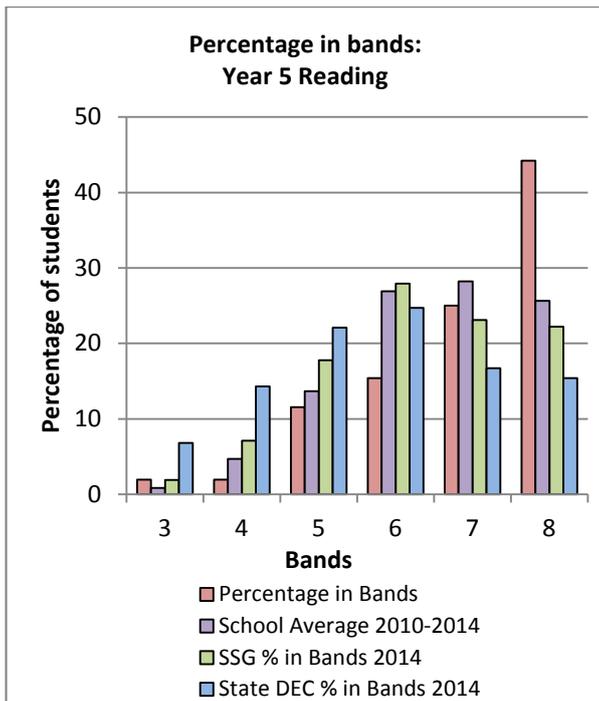
Year Five students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 62.5%, 34.6%, 71.1% and 77.0% respectively achieving results in Bands 7-8 compared with averages of 35.2%, 17.6%, 36.0% and 44.8% for New South Wales.

In Reading, Writing, Spelling and Grammar and Punctuation students 3.8%, 1.9%, 1.9% and 5.8% achieved results in Bands 3-4 respectively. This compared very favourably to the state averages of 21.1%, 21%, 15.3% and 19.6% for the lower two performance bands.

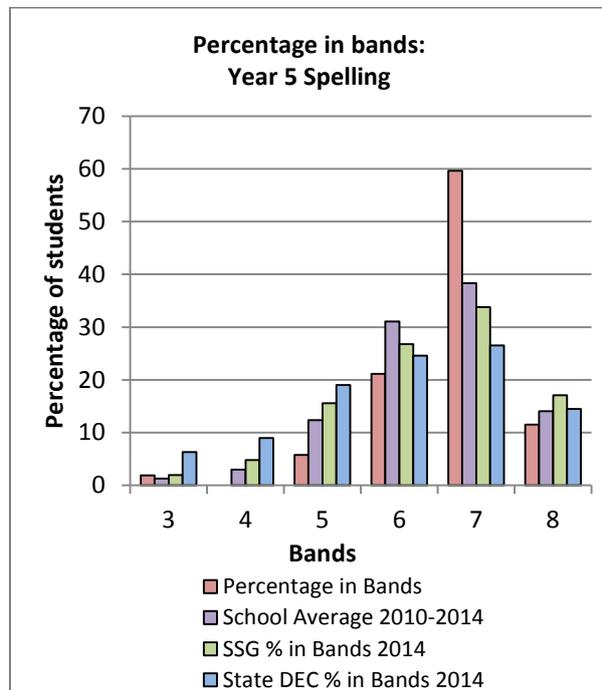
The school continued its delivery of a structured approach to the teaching of explicit comprehension strategies in guided reading throughout 2014.



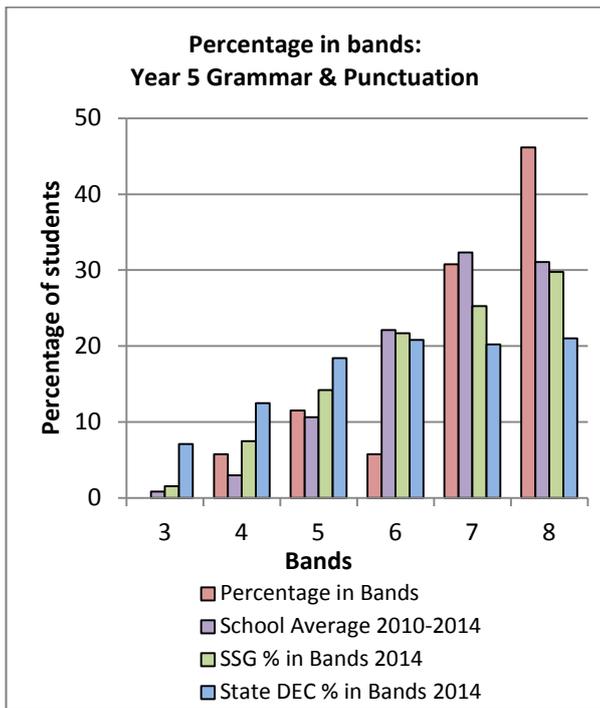
In Year 5 Writing, the school recorded an average mark of 508.7, compared with 490.5 for SSG and 467.1 for the State.



In Year 5 Reading, the school recorded an average mark of 559.3, compared with 528.0 for SSG and 497.3 for the State.



In Year 5 Spelling, the school recorded an average mark of 542.5 compared with 523.1 for SSG and 502.7 for the State.



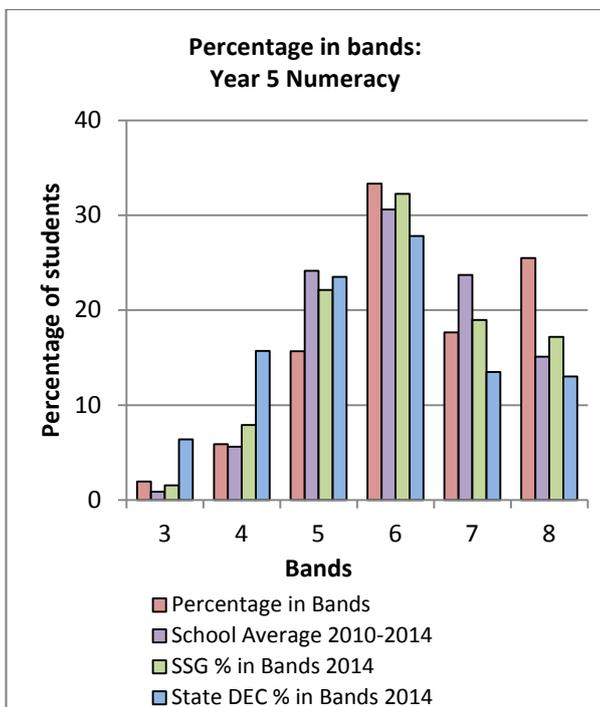
Year 5 students performed well at the highest bands with 38.8% achieving Bands 7-8 results compared with 26.5% for NSW.

The cohort was under-represented in Bands 3-4 for Numeracy with only 6.5% of students achieving the lowest two bands. This compared very favourably with the state average of 22.2%.

The school continued its delivery of cross grade, ability-based Mathematics groupings in order to explicitly deliver support, mainstream and acceleration programs throughout 2014.

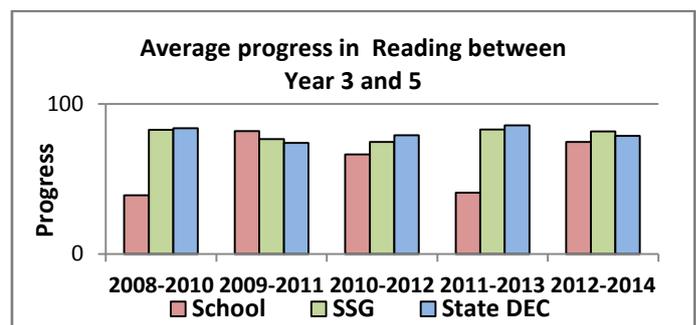
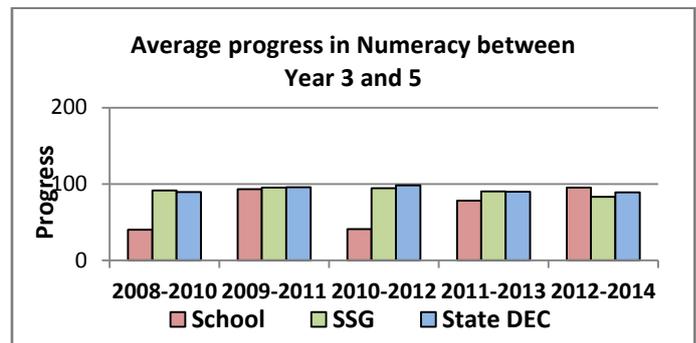
In Year 5 Grammar/Punctuation, the school recorded an average mark of 566.6, compared with 523.1 for SSG and 502.7 for the State.

### Numeracy – NAPLAN Year 5

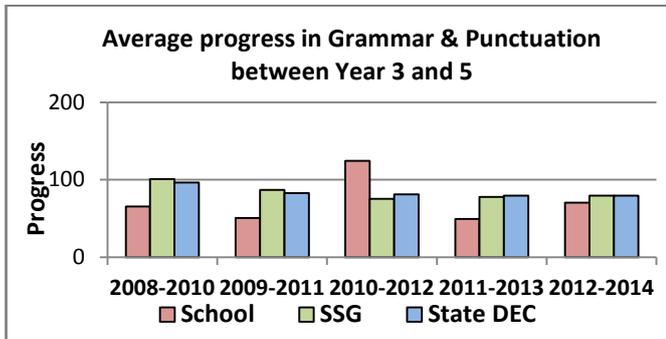
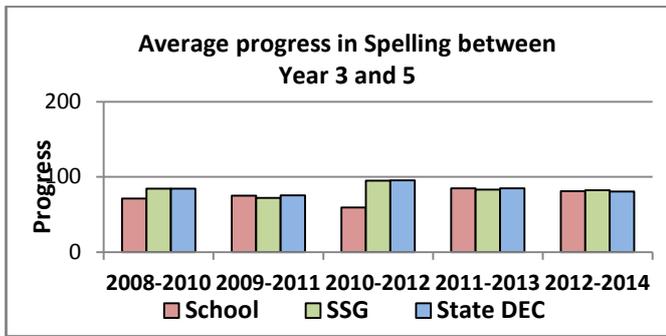


### Progress in Literacy & Numeracy – Years 3-5

The school continues to perform well compared to the state average, with average growth generally comparable with state averages. The average growth in Numeracy was particularly pleasing exceeding the average growth for the State and Statistically Similar Group (SSG) of schools.



In Year 5 Numeracy, the school recorded an average of 524.0, compared with 512.5 for SSG and 488.5 for the State.



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.

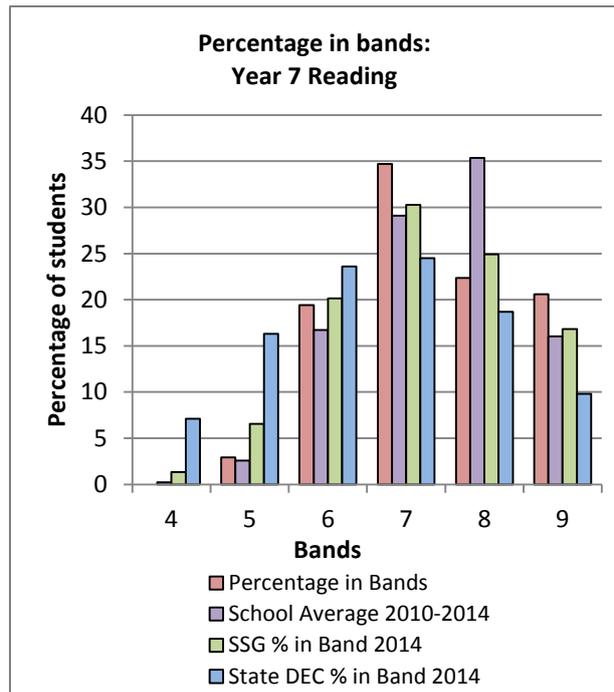
Thus move more students who are achieving Bands 4-6 results in Year 3 into Bands 6-8 results in Year 5. This will be enhanced by staff delivery of explicit comprehension strategies in guided reading sessions.

**Literacy – NAPLAN Year 7**

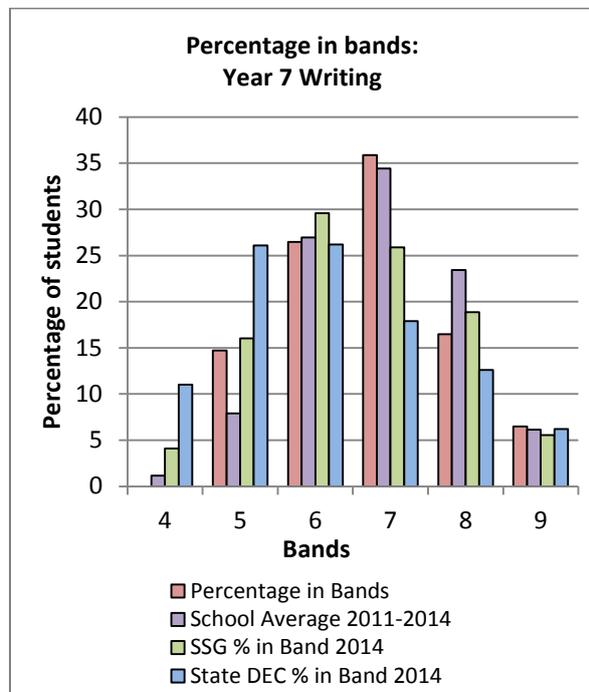
Year 7 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 43%, 39%, 50.0% and 50.6% respectively achieving results in Bands 8-9 compared with averages of 28.5%, 18.8%, 34.0% and 28.9% for the state.

The cohort was only slightly represented in Bands 4-5 for Reading, Writing, Spelling and Grammar and Punctuation, with 2.9%, 14.7%, 6.5% and 5.3% respectively. This compared very favourably with value of state averages of 23.4%, 37.1%, 19.6% and 27.5% for the lower two performance bands.

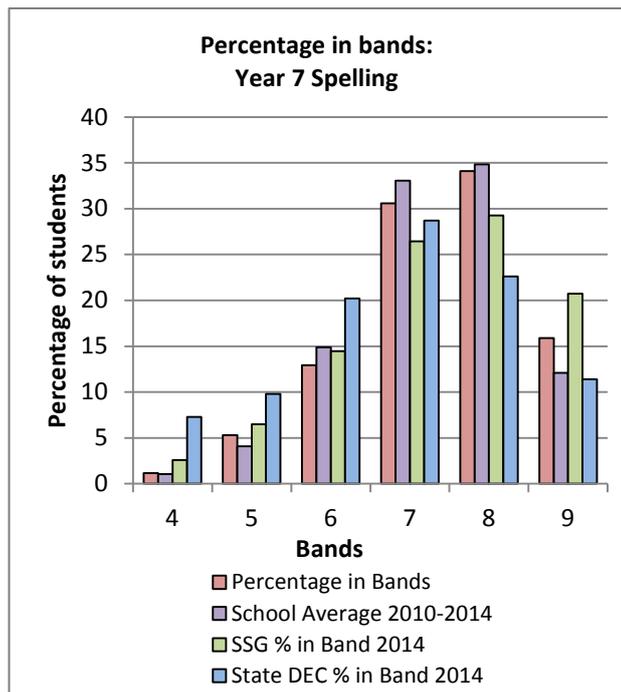
The school continued its delivery of a structured approach to the teaching of explicit scaffolding strategies in rubric-based writing in 2014.



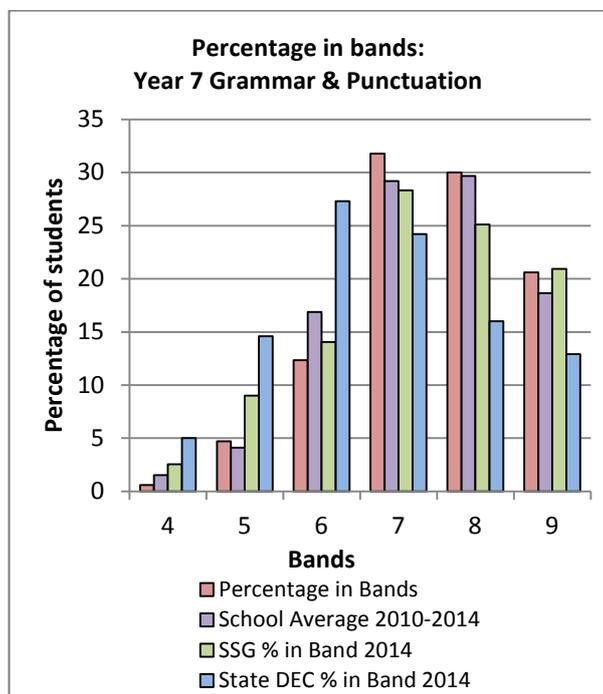
In Year 7 Reading, the school recorded an average mark of 584.3, compared with 570.0 for SSG and 538.9 for the State.



In Year 7 Writing, the school recorded an average mark of 543.8, compared with 531.2 for SSG and 499.0 for the State.



In Year 7 Spelling, the school recorded an average mark of 573.4, compared with 573.9 for SSG and 545.1 for the State.



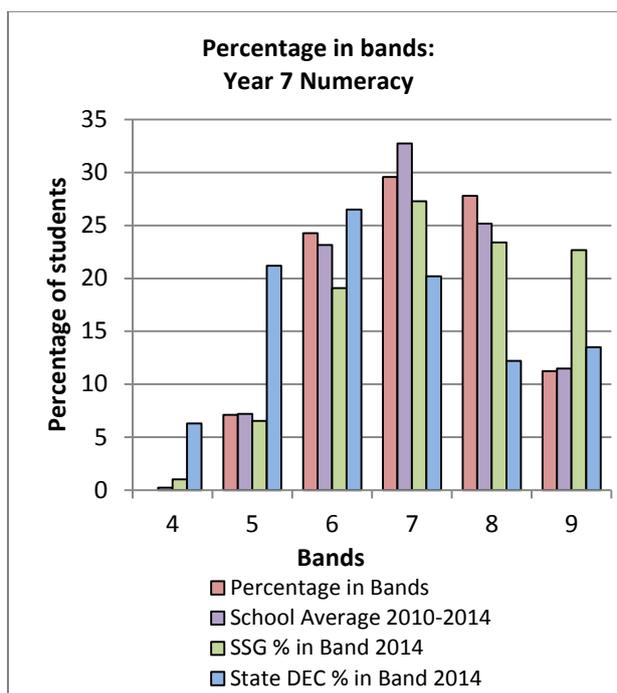
In Year 7 Grammar/Punctuation, the school recorded an average mark of 587.1, compared with 575.8 for SSG and 538.5 for the State.

## Numeracy – NAPLAN Year 7

Forty three per cent of students in Year 7 achieved a Band 8 or 9 result compared with 28.5% of the State.

The cohort was only slightly represented in Bands 4-5 with 7.1% in these bands. This compared very favourably with the value of state average of 27.5%.

The school continued delivery of ability-based Mathematics groupings into Stage Four in order to explicitly deliver support, mainstream and acceleration programs throughout 2014.

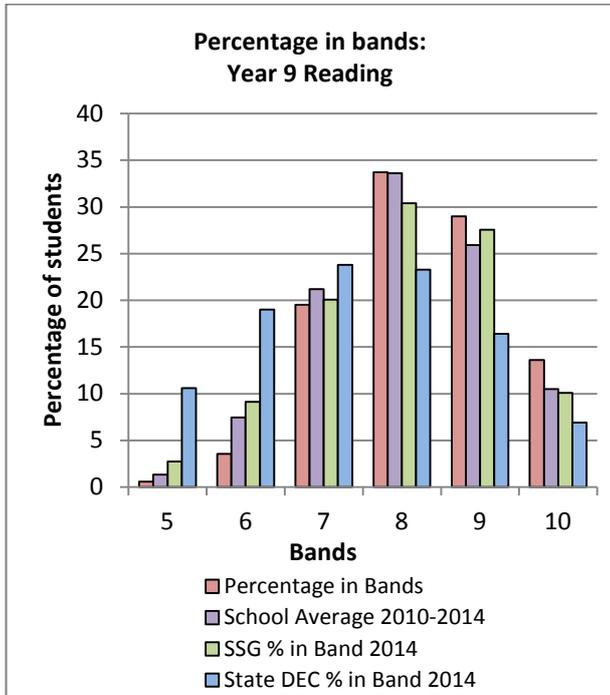


In Year 7 Numeracy, the school recorded an average mark of 567.8, compared with 570.0 for SSG and 538.9 for the State.

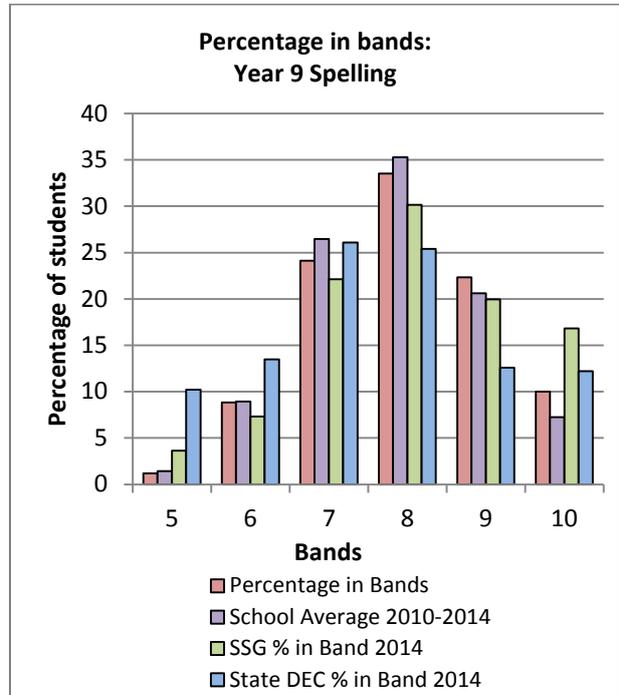
## Literacy – NAPLAN Year 9

Year 9 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 42.6%, 19.4%, 32.4% and 36.5% respectively achieving results in Bands 9-10 compared with averages of 23.3%, 13.0%, 24.6% and 20.8% for the state.

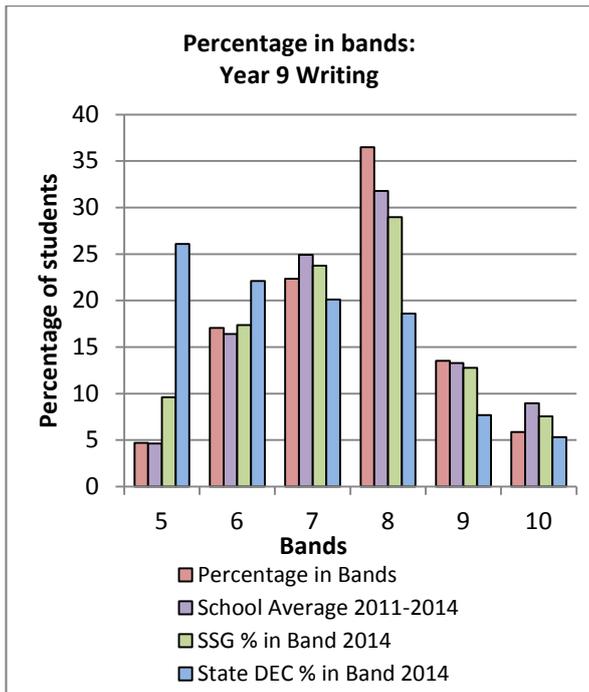
The cohort was only slightly represented in Bands 5-6 for Reading, Writing, Spelling and Grammar and Punctuation, with 4.2%, 21.8%, 10.0% and 7.7% respectively. This compared very favourably with state averages of 29.6%, 46.7%, 23.7% and 26.7% for the lower two performance bands. The school continued its delivery of a structured approach to the teaching of explicit scaffolding strategies in rubric-based writing in 2014.



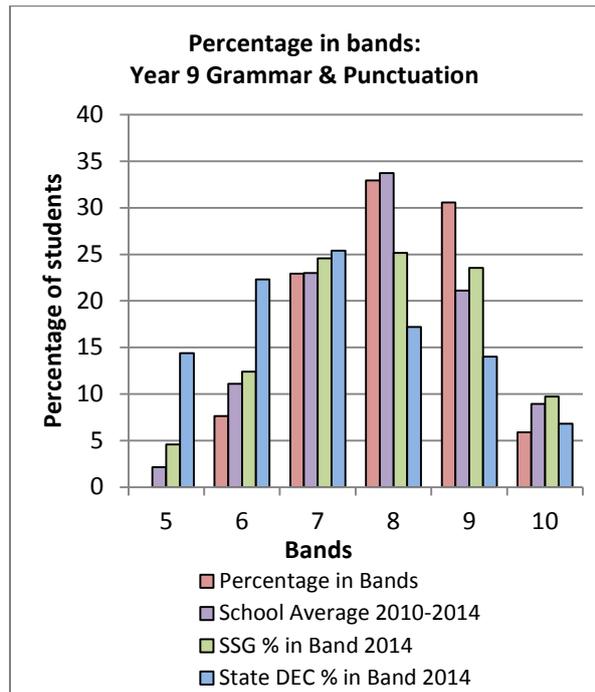
In Year 9 Reading, the school recorded an average mark of 622.3, compared with 609.2 for SSG and 575.0 for the state.



In Year 9 Spelling, the school recorded an average mark of 608.1, compared with 612.6 for SSG and 582.1 for the State.



In Year 9 Writing, the school recorded an average mark of 579.7, compared with 573.3 for SSG and 530.2 for the state.



In Year 9 Grammar and Punctuation, the school recorded an average mark of 614.3, compared with 602.8 for SSG and 566.5 for the State.

### Numeracy – NAPLAN Year 9

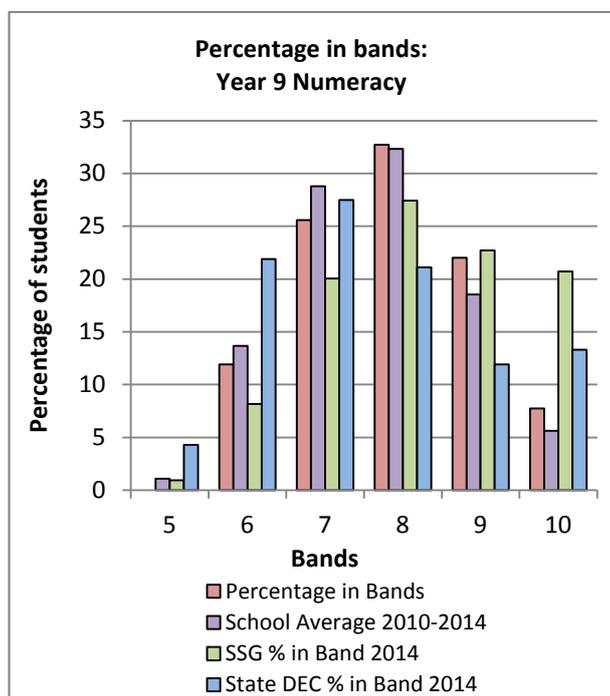
Year 9 students performed favourably in Numbers, Patterns and Algebra, with 29.7% achieving results in Bands 9-10 compared with an average of 29.9% for the state.

The cohort was underrepresented in Bands 5-6 for Numbers, Patterns and Algebra, with 13.1% in these bands. This compared very favourably to the value of state average of 22%.

In Data, Measurement, Space and Geometry, 26.7% of Year 9 students at HSPA achieved Bands 9-10 compared with 27.0% of the state.

The cohort was underrepresented in Bands 5-6 for Data, Measurement, Space and Geometry, with 15.5 in these bands. This compared very favourably to the value of state average of 21.8%.

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.



In Year 9 Numeracy, the school recorded an average mark of 587.7, compared with 575.8 for SSG and 538.5 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 2014.

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 strategically targeted school 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 average scaled score growth was comparable to or exceeded the State average growth in all areas of measurement.

### In Numeracy

The average scaled score growth was lower than that for the state. Sixty per cent of students achieved a result which equalled or exceeded expected growth.

This will be achieved through the addition of extra staffing to support the delivery of ability-based extension and support teaching.

## Essential Schools Science Assessment

The results for the HSPA 2014 cohort continued the same pleasing pattern as previous years. Overall, the HSPA average result was 90.3%. This was above the state average of 85.5%...

Overall achievement by the cohort was outstanding, with 33.3% of students reaching the top Achievement Levels 5 or 6, compared to 23.4% state-wide. In the lower achievement levels 1 and 2, 0.6% of HSPA students recorded a result compared with 8.3% for the state.

	State	SSG	HSPA
<b>Overall</b>	85.3	89.4	90.3
<b>Extended Response</b>	85.3	87.5	88.5
<b>Knowing &amp; Understanding</b>	86.2	89.3	90.3
<b>Communicate Scientifically</b>	86.9	92.0	92.8
<b>Working Scientifically</b>	84.7	90.5	91.4

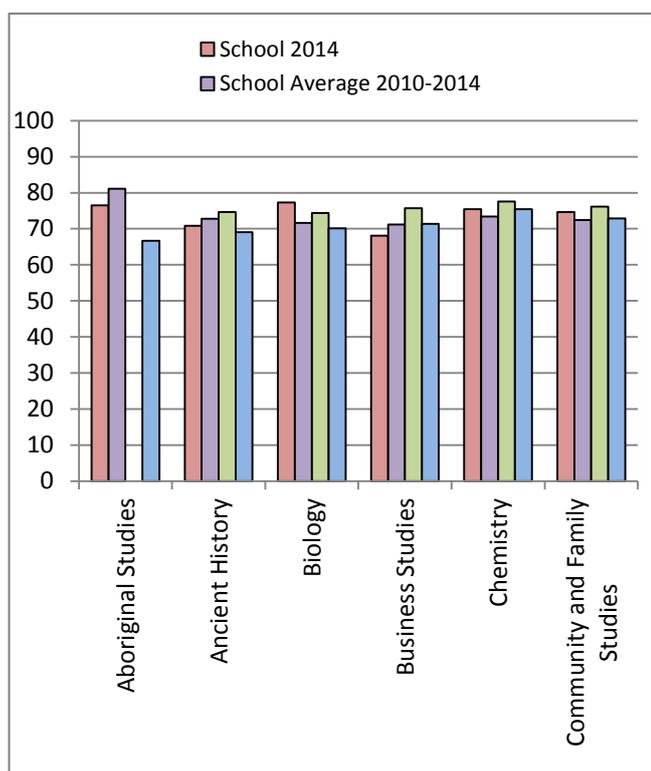
## Higher School Certificate Years 11-12

The school continued to achieve significant success in the 2014 HSC, with most students achieving a Band 4 or higher. In one of the school's best ever HSC cohorts, students achieved 237 Band 5 and 65 Band 6 or equivalent results.

Thirty six students were placed on the HSC Distinguished Achievers lists for achieving a Band 6 in one or more subjects. Alexia Psaltis was placed on the All- Rounder Achievers List for achieving the Distinguished Achievers List for 10 or more of her units studied.

Luke Pulver achieved a result placing him on the Distinguished Achievers and Top Achievers Lists for achieving the highest score in Aboriginal Studies and first in course.

Alexia Psaltis achieved the highest ATAR and was Dux of HSPA in 2014.



### English Department

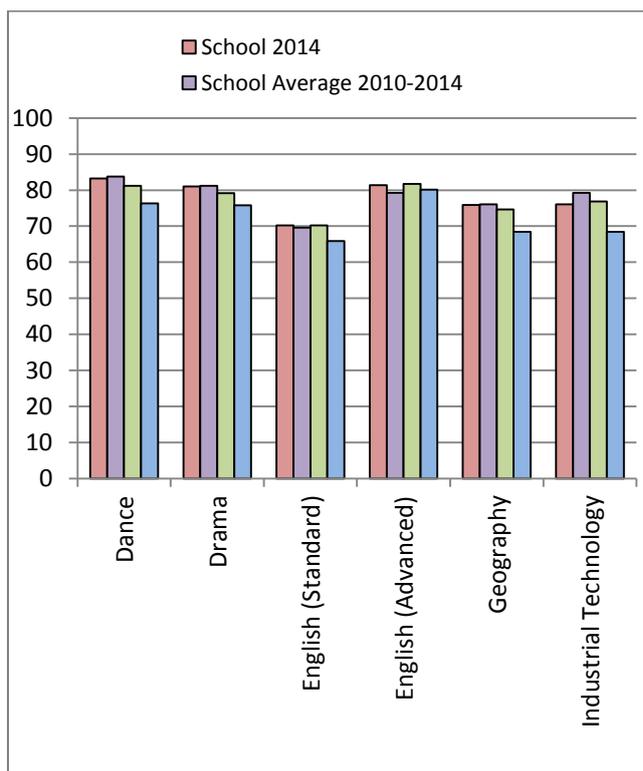
In Standard English, the school average of 70.3% was 4.4% higher than the State average of 65.9%. Twelve point two percent of students achieved a result in Bands 5 and 6 compared with 8.2% of the students state-wide.

In Advanced English, the school average of 81.4% was higher than the State average of 80.1%. Sixty four

point four of students achieved a result in Bands 5 and 6 compared with 49.3% of the students state-wide.

In English Extension 1, 100% of students achieved an E3 or E4 result compared with 93% of the state candidature.

In English Extension 2, 100% of students achieved an E3 or E4 result compared with 77.4% of the state candidature.



### Mathematics Department

In General Mathematics, 33% of students scored marks in the top two bands. This compares with the State average of 25%. One student achieved a Band 6 result. The school achieved an average student mark of 72.8% which was 3.8% higher than the State average of 69%.

In Mathematics, 54% of students achieved a result in the top two bands, matching the State. The school achieved an average of 76.6%, which was 0.3% higher than 2013 average of 76.3%.

In Mathematics Extension 1, 75% of students achieved a result in the top two bands compared

with 84% for the State. The average student mark improved by 16% from 2013 average results.

In Mathematics Extension 2, 50% of students achieved a result in the top two bands compared with 86% for the State. The average student mark improved by 27% from 2013 average results.

The Mathematics Faculty led several new initiatives in 2014 including "Maths and Milo" (a daily support opportunity for students staffed by faculty members and pre-service teachers) and course specific study days in the holidays leading up to the HSC. Staff participated in extensive professional learning, and consequently programs were reviewed to ensure they met new Australian Curriculum and BOSTES syllabus guidelines, as well as reflecting 21st Century Teaching and Learning. An additional 5.2 class was formed to extend students from 5.1 into 5.2 Mathematics in Year 10, and as a result there was a greater uptake of Mathematics and General Mathematics in the senior school for 2015.

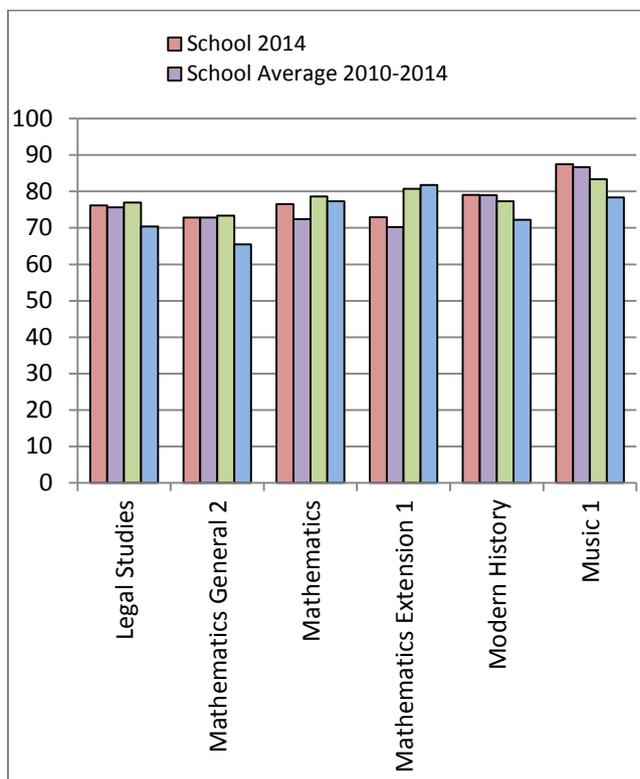
### Science Department

In Earth and Environmental Science (EES), 66.7% of students achieved a Band 5 or 6 result.

In Physics, 0% of HSPA students achieved a Band 5 or 6 compared with 31.7% state-wide. HSPA Physics students achieved an average HSC mark of 70.7% compared with 73.2% state-wide. The 2014 school cohort achieved an average mark commensurate with the school's 5-year average. The number of HSPA students achieving a Band 4 result, was nearly twice that for the state.

In Chemistry, 33.3% of HSPA students achieved a Band 5 or 6 compared with 46.4% state-wide. HSPA Chemistry students achieved an average HSC mark of 75.4% which equalled the state average. The 2014 school cohort achieved an average mark which exceeded the school's 5-year average.

In Biology, 42.1% of HSPA students achieved a Band 5 or 6 compared with 25.4% state-wide. Two students achieved a Band 6 result. HSPA Biology students achieved an average HSC mark of 77.3% which significantly exceeded the school 5 year average and the state average.



### Human Society & Its Environment (HSIE)

Students in Legal Studies, Modern History and Society and Culture performed well above SSG and State averages in 2014, and over the longer term from 2010-2014. This continues a significant and long-term trend of continuous quality teaching in these subjects.

In Aboriginal Studies, 38.1% of the cohort achieved at Band 5 or Band 6, compared with 19.6% for the State. The school average was 76.5% compared with the state average of 66.7%. Luke Pulver achieved a result which placed him first in the State.

In Society and Culture, students achieved excellent results, the entire cohort scoring in the top three bands. Sixty nine point two percent of students recorded a Band 5 or 6 result compared with 27.5% for the state. The school's average mark of 85.5% was 9.5 % higher than that of the state's result of 76.0 %. The SSG result was 78.7%.

In Studies of Religion 1 Unit, 100% of students achieved a Band 5 or 6 result compared with 38.7% state-wide. Thirty seven point five percent of students in Studies of Religion 2 unit achieved a mark in the Bands 5 and 6 compared to 44.2% State

wide. The school recorded an average of 72.7% compared with 69.6% for the state.

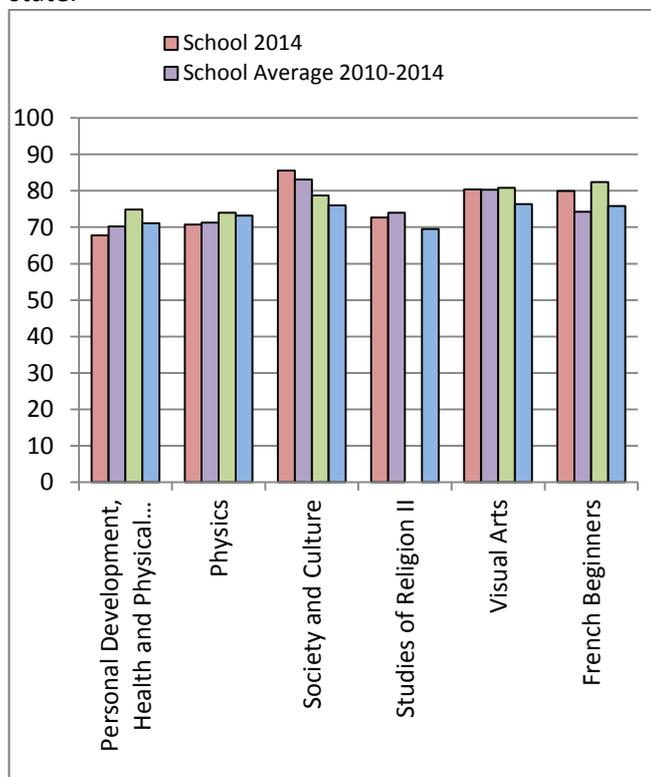
In Legal Studies the school recorded an average of 77.3% compared with 76.2% for SSG and 70.4% for the state. Fifty three percent of students achieved a Band 5 or 6 result compared to 39.6 % of the state.

In Geography 50% of students achieved a Band 5 or 6 result compared to 43.6% of the state. The school average of 75.9% exceeded the state average of 68.4%.

History Extension results were very strong in 2014, with 100% of the cohort achieving E3 results, compared with 55.4% state-wide.

In Modern History, the school recorded an average of 79.1% which was 7% higher than the state average of 72.2%. Fifty seven point five percent of students attained a Band 5 or 6 result compared with 47.3% for the State.

In Ancient History, 19.2% of students achieved a Band 5 or 6 results, compared with 32.8% for the State. The school recorded an average of 70.9% compared with 74.7% for SSG and 69.1% for the state.



### Music Department

The School’s Music results were very strong in 2014.

Music 1 results remained well above the state average with 87.5% of students attaining a Band 5 or 6, compared with 49.8% for the State.

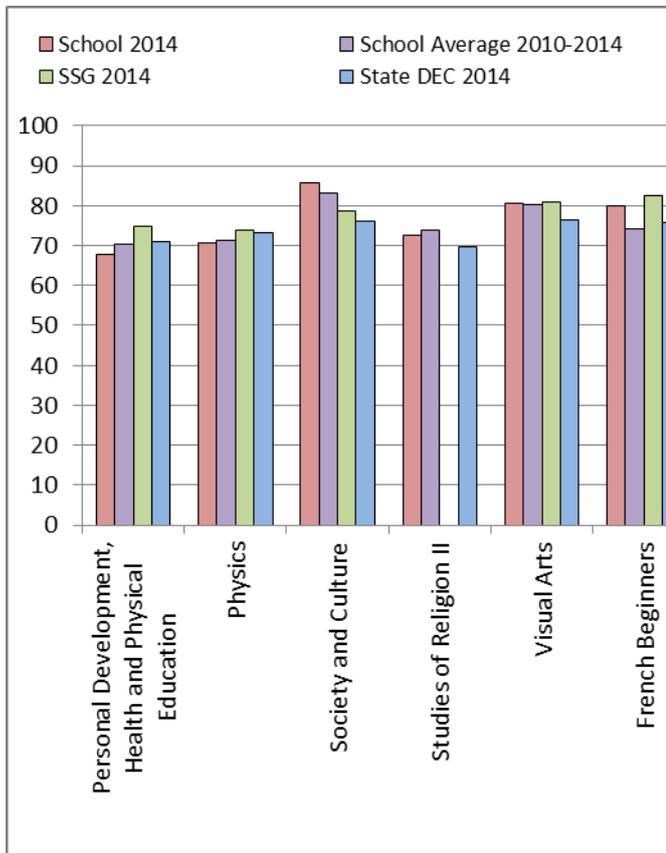
In Music 2, Band 5 and 6 results were achieved by 100% of the Music 2 candidature compared with 87.2% for the State.

Three students completed Extension music in 2014. They all attained grades in the top two bands, compared with 99.1% for the State.

### Visual Arts Department

Visual Arts continues to rank highly in comparison state and school averages. The school average of 80.4% was 4% higher than the state average of 76.4% and consistent with the school’s five-year average of 81.6%. Two students achieved Band 6 and 16 students Band 5 from a cohort of 36.

One hundred per cent of students at HSPA achieved Band 4 or above.



### Personal Development, Health and Physical Education Department

In 2-unit PDHPE, 5.0% of students achieved a Band 5 or 6 result compared with 24.7% of students across the state. The school average of 67.8% was comparable with State average of 70.2%.

In **Community and Family Studies**, one student achieved a Band 6 result. The school average of 74.6 exceeded the five year school average and the state average.

### Technological and Applied Studies (TAS) Department

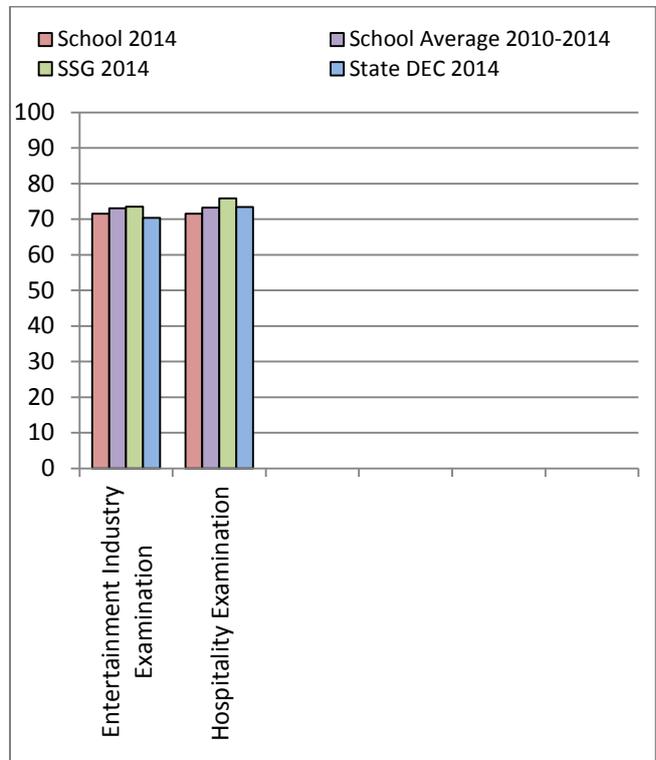
TAS has continued to provide a range of electives that provide a valuable complement to the performing arts based subjects in which HSPA specialises.

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 surfboards; household furniture items,

cabinetry where there was a focus on technique and skill. The school average results for Industrial Technology (76.1%) are commensurate with the state average.

Twenty percent of students achieved a Band 5 or 6 compared with 21% 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.

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

In 2014 students were able to study Certificate III in Assistant Dance Teaching as part of the HSC pattern of study.

The school average for Entertainment Industry of 71.5% was higher than the state average of 70.3%.

In Hospitality students achieved an average mark 71.6% compared with 73.4 % of the State.

## Languages

French Beginners achieved strong results in 2014. The candidature performed well with 36.4% of students achieving Band 5 or 6 results, compared with 46.4% for the state. The school recorded an average of 79.9%, which exceeded its 5 year average and the state average of 75.8%.

2014 HSC Band 6 and E4 Awards	
Aboriginal Studies	Luke Pulver, Sarah Sloan
Biology	Emma Fletcher, Meghann Gibbs
Business Studies	Georgia Schultz
Community and Family Studies	Sarah Sloan
Dance	Nicola Ford, Danielle Gee, Alexandra Peters, Georgia Robinson, Jessica Storey
Drama	Alex Bolt, James Coates, Sarah Gordon, Georgia Hicks-Jones, Annie Rogers, Justin Smith
English (Advanced)	Lily Ostini, Alexia Psaltis, Shantika Wright
English Extension 1	Alexia Psaltis
English Extension 2	Alexia Psaltis, Liam Diviney
French Beginners	Gemma Heather, Georgia Schultz
Mathematics General 2	Georgia Schultz
Mathematics Ext 1	Riley Cooper
Mathematics Ext 1	Riley Cooper
Modern History	Kate Finch
Music 1	Lewis Armstrong, Matthew Bradford, Chris Brockett, James Coates, Jacinta Cox, Sophie Curtis, Caleb Davis, Sophie Davis, James Edge, Hannah Fox, Harry Gelzennis, Dylan Glassop, Grant Harris, Georgia Hicks-Jones, Etta McEwan, Chloe McLean, Dylan Pollard, Alexia Psaltis, Jules Rankin, Clancy Read, Georgia Schultz
Music 2	Jordan Brynes
Music Extension	Jordan Brynes, Eloise Whipper
PDHPE	Danielle Gee
Society & Culture	Eliane Beveridge, Lily Cooper, Danielle Gee, Lily Ostini, Alexia Psaltis, Shani Van Gestel, Shantika Wright
Studies of Region I	Hannah Gardner, Shantika Wright
Studies of Region II	Kate Finch
Visual Arts	Lily Ostini, Alexia Psaltis

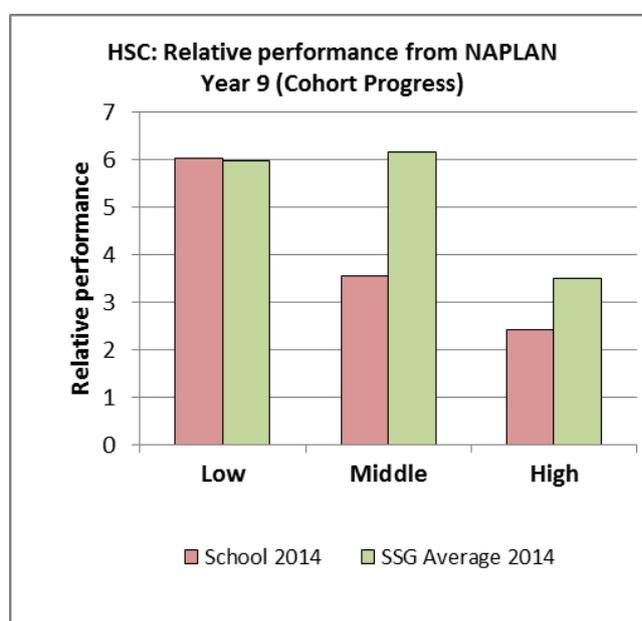
## HSC relative performance comparison to NAPLAN

Previously student performance on the Year 10 SC compared to the HSC was used to assess the progress students made between Year 10 and Year 12 attainment. The SC combined results were broken into High (SC band 5 and 6) Middle (SC Band 4) and

Low (SC Bands 1, 2 and 3) groups to provide an indication of progress of student groups based on prior attainment.

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)			
Performance Band	Low	Middle	High
School 2014	6.0	3.6	2.4
SSG Average 2014	6.0	6.2	3.5

**Note: By definition, the State average relative performance is zero**



## 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 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Aboriginal Studies	76.5	81.1	N/A	66.7
Ancient History	70.9	72.8	74.7	69.1
Biology	77.3	71.7	74.3	70.2
Business Studies	68.1	71.2	75.7	71.4
Chemistry	75.4	73.4	77.6	75.4
Community and Family Studies	74.6	72.4	76.2	72.8
Dance	83.2	83.8	81.2	76.4
Drama	81.0	81.2	79.1	75.8
English (Standard)	70.3	69.6	70.2	65.9
English (Advanced)	81.4	79.2	81.7	80.1
Geography	75.9	76.1	74.7	68.4
Industrial Technology	76.1	79.2	76.9	68.4
Legal Studies	76.2	75.6	77.0	70.4
Mathematics General 2	72.8	72.8	73.3	65.5
Mathematics	76.6	72.4	78.7	77.3
Mathematics Extension 1	72.9	70.2	80.8	81.8
Modern History	79.1	79.0	77.4	72.2
Music 1	87.5	86.7	83.3	78.3
Personal	67.8	70.2	74.8	71.1

Development, Health and Physical Education				
Physics	70.7	71.3	74.0	73.2
Society and Culture	85.5	83.1	78.7	76.0
Studies of Religion II	72.7	74.0	N/A	69.6
Visual Arts	80.4	80.3	80.9	76.4
French Beginners	79.9	74.2	82.4	75.8
Entertainment Industry Examination	71.5	73.0	73.5	70.3
Hospitality Examination	71.6	73.2	75.9	73.4

### 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 2014.	
Reading	98.1
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	98.1
Writing	100.0
Spelling	98.8
Grammar & Punctuation	100.0
Numeracy	98.0

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 2014.	
Reading	100.0
Writing	100.0
Spelling	98.8
Grammar & Punctuation	99.4
Numeracy	100.0

There were no exempted students in Years 7.

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	99.4
Writing	95.3
Spelling	98.8
Grammar & Punctuation	100.0
Numeracy	100.0

One student was exempted in Year 9.

## 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 2014. Building on already strong academic results for our Aboriginal students, staff have worked towards further improving teaching and learning programs to embed Aboriginal perspectives and pedagogies into student learning and to support quality teaching and learning for all students.

2014 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.

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 2014, 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 Youth Games and the group formed the majority of the Aboriginal Ensemble for Starstruck. 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.

The school has developed and maintained positive community contacts in 2014. Jonathon Lilley from Murrook Aboriginal Cultural Centre, facilitated camps in 2014 for Millabah and for the Year 11 and 12 Aboriginal Studies classes. Jonathon and other members of the Worrimi local Aboriginal Land Council successfully delivered a series of workshops to develop cultural competencies during NAIDOC week for the entire Primary cohort. The school continued its relationship with Mooloobinbah Local AECG and with the Wollutuka institute. Two staff members participated in the three day "Connecting to country" Program run by the local AECG. One staff member of HSPA is a full member of the local AECG and two are associate members. Aboriginal students in year 7 and 8 participated in *iBelieve* workshops through the Wollutuka institute, designed to encourage students in stage 4 to consider university as part of their future options.

Chelsea McMaster of Year 8 continued into the third year of her 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.

Several Aboriginal students achieved outstanding accomplishments in the performing arts. Sian Filipo and James Boyd of year 9 were selected to perform with The State Aboriginal Dance Ensemble. Freya Atkinson was nominated for encore for her HSC singing pieces. Leonie Whyman won a role in the second series of "Redfern Now" and will begin filming in 2015 for ABCs "My Life in 50 words or less"

HSC Aboriginal Studies profile continued to grow in 2014 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 2014 the school scored 10% above the state in the number of band 5 and 6 results for the course. Luke (Toby) Pulver achieved the top HSC mark for Aboriginal Studies in the state for 2014.

In 2014, nine Aboriginal Students achieved their HSC through HSPA and one student from the 2014 cohort is continuing at HSPA as a pathways student and undertaking the second year of a Business Administration Traineeship. Eight of these students are undertaking some type of tertiary study with one moving into employment. Five of these students have accepted places at university studying Medicine, Primary Teaching, Music and with two deferring their places for one year. Two students completed traineeships in Business Administration during their HSC and one is moving into a diploma in aviation through TAFE. One student is undertaking a diploma in Beauty Therapy at TAFE, another, a Diploma of Events management through a private college.

The Aboriginal Education team at HSPA has been strengthened by having regular fortnightly meetings and this regular and ongoing communication has assisted in assuring that our Aboriginal students are supported in their learning, cultural development and wellbeing.

## 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 3-6 students also studied units in *Child Protection* and *Anti Bullying*.

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 3-6 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 chiring 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 Maher'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 2014, students were acknowledged at various levels for their achievement in the Premier's Service Learning Challenge.

## Library

During 2014 a review of Library resource identified a significant amount of the non-fiction collection which was obsolete, out of date or had never been borrowed. A concerted effort was made to reduce the collection to begin preparations for the Library to become a 21<sup>st</sup> century learning centre. New furniture replaced the space previously occupied by shelving and provides a more flexible space for collaborative learning. This restructure will continue during 2015.

The school submitted a successful expression of interest to become part of the Lighthouse Library Project trialling the implementation of Oliver, a new Library resource management system.

Reading at all levels continues to be an important aspect of the HSPA Library and planning commenced to introduce e-readers and digital subscriptions to reading and resource materials.

Primary classes have a lesson per week in the Library to undertake research work associated with class topics. In 2014 students participated in the Premier's Reading Challenge.

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 and the School Learning Support Officers. In 2014 the Learning Assistance Support Teacher (LAST) was relocated to a combined office/seminar room on the mezzanine level.

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

## National Partnership Programs

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

## Connected Learning

Planning commenced in 2014 for the migration to a new campus server under a state-wide rollout of the enhanced technology for learning program (eT4L).

The Technical Services Officer completed her tenure in June following the ending of the State government funding for the program.

Students in years 7 to 12 were offered the opportunity to be part of the Bring Your Own Device Program (BYOD) and the take up has been quite high with more and more students choosing to provide their own tablet or computer in class.

The school purchased laptop trolleys for use in classes to assist in access to technology for students who were unable to participate in BYOD.

The P and C provided funding to equip more classrooms with interactive data projectors which are more cost effective interactive technology.

The school purchased iPads for staff who were selected to participate in a collaborative learning project.

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.

## Progress on 2014 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 2014 the school reviewed its progress in the 2012-14 School Plan and began consultation and planning for the development of the 2015 – 17 Strategic Plan.

The following outlines achievements of 2014 targets:

### Targets for 2014

Targets for 2014 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.
- 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*.
- The optional modules of Team Leadership for School Improvement Program were completed by interested staff.
- Professional development opportunities were utilised to facilitate policy compliance training which was tracked through MYPL@EDU.
- The school introduced a staff SharePoint intranet and calendar to coordinate school events and assessments as well as staff communication.
- The Performing Arts and Visual Arts faculties 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 continued with the implementation of National Curriculum in 2014.
- The development and refinement of role statements for all staff.
- Induction programs for new and teachers requiring accreditation were reviewed and improvements planned in light of the NSWDEC Great Start Strong Teacher document.
- Mid-term reviews of student progress are used to support student learning and welfare.
- Annual Workplace, Health and Safety audits were conducted
- The use of *EdVal* timetabling package continued 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.
- The non-fiction collection in the Library was rationalised and reduced to create space for collaborative learning. New furniture was purchased to provide more flexible use of the space.

## Target 2: Quality Teaching and Learning

Enhance teacher quality, capacity and accountability.

*Our achievements include:*

- Staff from primary and secondary participated in a P<sup>3</sup> pilot program of peer planning, peer teaching and peer review of teaching lessons.
- Systematic analysis of data to determine specific school groups and individual targets and was used to inform curriculum differentiation and learning accommodations.
- Two faculties participated in a review process to identify areas for improvement and best practice in assessment and teaching and learning.
- Faculties provided online feedback to the Board of Studies regarding the NSW implementation documents for the Australian curriculum.
- Literacy and Numeracy teams were strengthened to guide whole school reform of literacy and numeracy practices through implementation of Australian Curriculum.
- All staff were given preliminary training in the Disability Standards for Education.
- Literacy and numeracy initiatives continued in the middle years. This included additional classes in Years 5-8 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 through SharePoint for assisting students who have support needs.
- The Bring Your Own Device Policy (BYOD) was extended for Years 7 to 12 and planning commenced for the implementation in Primary in 2015.
- Staff were supported to engage in 21<sup>st</sup> century learning practices through fortnightly *TechInEd* Professional Development sessions.
- The number of courses on the school's e-learning portal (MOODLE) that are available to and are accessed by students increase. Staff also began to utilise other e-learning facilities, such as Microsoft Office 365, Google Classrooms and Google Sites.
- The Student Services office was reorganised to house the itinerant vision team and learning support staff to better cater for student access.
- 2 Unit Chinese Beginners was offered to students in Stage 6 and 100 hour Chinese to students in Stage 5

## 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.
- Forty dance and drama students predicated in a range of workshops in the USA as part of their New York and Los Angeles tour.
- A range of guest speakers continued to present to parents at P and C meetings on a range of topics.
- All staff participated in targeted professional learning during the year aligned with the school's strategic goals and purposes centred on 21C pedagogy. In Term 4 all staff participated in professional development at the Sydney Centre for Innovative Learning (Northern Beaches Christian College). A smaller group of staff were selected to visit the Asia Pacific offices of Google.
- Student progress was communicated through
- 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.
- Enhanced online booking of parent interviews was provided through Edval software.
- Subscriptions to the smartphone application rose to 3500 in 2014, with parents able to lodge absentee notes electronically.
- New students were supported through a strong induction program which included a Year 7 camp, the Peer Support program and student buddies.
- Induction processes for new and casual staff in relation to workplace health and safety matters, anaphylaxis and 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.
- A series of developmental workshops in the areas of Learning Adjustments, Anti-Bullying, Students Social Support and the Disability Standards for Education occurred in Term One, culminating in performances for *Stand Up, Speak Out*.
- Lorin Nicholson, a world-renowned performer supported staff and students to develop empathy for people with disabilities through a series of workshop performances.

## 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 2014, consultation was held with all students, staff and parents/caregivers in the HSPA Community. The school utilized a range of online diagnostic surveys from *The Learning Bar: Tell Them From Me*, *Focus on Quality* and *Partners in Learning*, as well as student-led and parent forums.

Parent representatives, including our Aboriginal parents and the Mooloobinbah Aboriginal Education Consultative group provided input to conversations and informed plan development

Other sources including student exit surveys, retention and attendance data assisted in providing a measure of student engagement.

## Findings and conclusions

School community surveys indicate social and emotional outcomes were equal to or exceeded state norms as measured through *The Learning Bar Surveys*.

Survey data indicated a strong sense of belonging with the school compared to state norms. Thirty percent of students identified themselves as having moderate to high levels of anxiety. Twenty-five percent of students in this school had moderate to high levels of depression. Eighteen percent of students in this school identified that they had experienced moderate to severe bullying in the previous month, compared with the NSW pilot of 26%. Students felt that teachers were responsive to their needs, and encouraged independence with a democratic approach. Students identified that the school had a positive learning climate and that there were clear rules and expectations for classroom behaviour. Students felt that overall, teachers maintained high expectations that they be followed. The school's response to these findings forms a significant part of its School Plan for Quality Relationships - [www.hspa.nsw.edu.au/get\\_document.php?doc\\_id=669](http://www.hspa.nsw.edu.au/get_document.php?doc_id=669)

## 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.

In 2014, a seminar series of 4-period seminars, once per term continued to be provided by the Newcastle SRE Board. Numbers of students attending SRE were much higher under the seminar model.

## **Educational Management & Practice**

In 2014, 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. Head teachers and classroom teachers opted in to attend optional modules of learning, which expanded upon the areas of: *Teacher Quality, Teachers as Leaders, Beliefs and Values, Results-Focused Teamwork, Data-focused School Planning, Strategic Professional Learning and Sustainability.*

In 2014, the Performing Arts and the Visual Arts faculties 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.

Funds available through the Beginning Teacher Support Program were used to provide increased face to face release for the teacher and a mentor teacher.

## **Findings and Conclusions**

The Performing Arts and the Visual Arts faculties consist of 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 each faculty and staff showed a strong sense of common purpose and an understanding of the needs of students in a specialist performing arts school.

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

The performing arts faculty is a key faculty in the school. All staff members have a responsibility for a co-curricular ensemble and many staff provide their expertise at Regional and State level in a range of performing arts programs.

The number of students electing to study Visual Arts has declined in 2014 and the faculty undertook to review the nature and number of assessment strategies particularly in Stage 4 where a project based learning strategy will be explored.

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 2015.

## **21<sup>st</sup> Century Learning**

In 2014, all parents and students from PIL FOQ -> 21<sup>st</sup> Century

In 2014, all funding in relation to the Digital Education Revolution initiatives of the NSW DEC ceased. As a consequence, Technical Support Officer position ceased to be funded.

## **Findings and conclusions**

At the beginning of 2014, the Bring Your Own Device policy was introduced to support students in Years 9-12. Following a successful trial in Term One, this was then broadened to include students from Years 7-8, with a plan to review this implementation in line with extension into Years 3-6 for 2015.

The school's wireless network and cable infrastructure was extended and remediated in preparation of the provision of new technology access through the enhanced Technology for Learning (eT4L) program rollout in 2015.

Staff were supported with professional learning provided by the Computer Coordinator Ms. Courtney Cerato and other staff through the Technology in Learning (*TechInEd*) meetings each week.

Phase One of the restructure of the Library space commenced in Term 3 with a reduction in the non-fiction collection. The reduced shelving space enabled

the installation of new library furniture which can be reconfigured to the needs of the class.

All staff toured the facilities at the Sydney Centre for Innovative Learning in Term 4 where learning and engagement opportunities are enhanced through redefined teaching spaces and access to technology. Additionally, another 20 staff were able to view a 21<sup>st</sup> Century style approach to work practices at Google's Asia-Pacific Headquarters in Sydney.

## Future Directions

### School Welfare Programs

In 2014, the school commenced significant consultation with its School Community in preparation for the development of its 2015-2017 School Strategic Plan. The Principal led an executive, teaching and administrative team alongside its student body and parent community in the following processes:

- Reviewing the strengths, opportunities and areas for development across the school at a time Australian Curriculum implementation, and an unprecedented range of program reforms within the Department of Education and Communities;
- Consultation with the parents, students and staff in a range of public forums and focus groups to revisit the school vision statement and to define the pillars which underpin the school's successes and school context;
- Consultation with our Aboriginal parents and community and the Mooloobinbah Aboriginal Education Consultative to provide input to conversations and inform plan development;
- Analysis of student performance data from the Higher School Certificate (HSC), the National Assessment Program: Literacy and Numeracy (NAPLAN), and the Essential Secondary Science Assessment (ESSA) to review areas of strength and those for further development; and
- Analysing other sources including student exit surveys, retention and attendance data assisted in providing a measure of student engagement.

## Educational Management & Practice

In 2015, 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 2015.

## 21<sup>st</sup> Century Learning

In 2015, students in Years 3 -12 will be offered the opportunity to bring their own technology to school and connect with the school's wireless network.

A pool of school laptops will be provided to address equity of access for students without their own technology.

Stage 2 of the Library restructure will commence as the space is redefined to provide more opportunity for collaborative and creative learning.

The school submitted a successful submission to be a pilot school for the implementation of a new Library management system called *Oliver*.

Using the new library system as a learning and teaching tool, staff will be able to explore:

- powerful opportunities for collaboration
- enhanced student learning
- ways of providing local evidence of improved student outcomes.

In 2015 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.

All staff and students now have access to cloud based software such as *Office 365* and *Google Apps* for Education. Unlimited *cloud* storage is available to facilitate collaborative learning and communication.

## Teacher Professional Learning

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

Over \$55347 was spent on professional learning in the NSW DEC seven priority areas using state based funding.

Priority Area 2014	Amount
Beginning Teachers	\$2138
Information Communication Technology for Teaching and Learning	\$ 851
Literacy and Numeracy	\$ 2801
Quality Teaching	\$ 8141
Syllabus Implementation	\$23094
Career Development	\$ 15964
Welfare and Equity	\$ 2358

Under the NSW DEC Local Schools Local Decisions policy and the Great Teachers Inspired Learning initiatives, the school received additional funding. Beginning Teachers were provided with additional release time for themselves and their mentor.

School funds were allocated to support the continued implementation of the Australian Curriculum in 2014, with a strong focus on differentiated learning for gifted and talented students.

A measure of socio-economic disadvantage called the Family Occupation and Education Index (FOEI) was used to provide additional funding which enabled the school to employ staff to provide additional support in literacy and numeracy, provision access to online Mathematics tutoring and enhance the consultation process with the school community as it developed the 2015 – 17 plan.

Additional funding was received based on the number of Aboriginal students as a proportion of total school population. The funds were used to employ a Community Liaison Officer (Aboriginal).

## Parent/caregiver, student, and teacher satisfaction

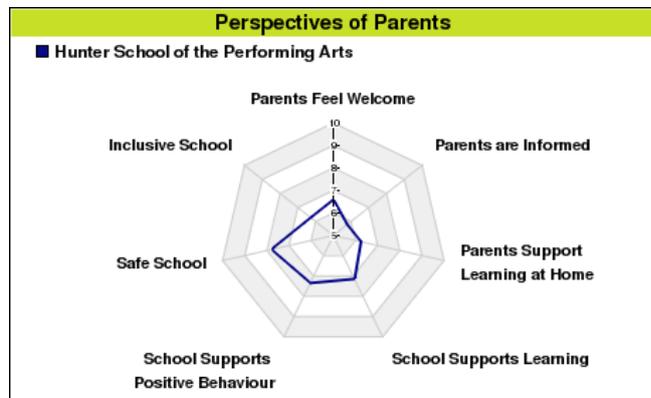
In 2014, the school sought the opinions of parents, students and teachers about the school.

### Parents

The Family and School Partnership Survey is based on a comprehensive questionnaire covering several aspects

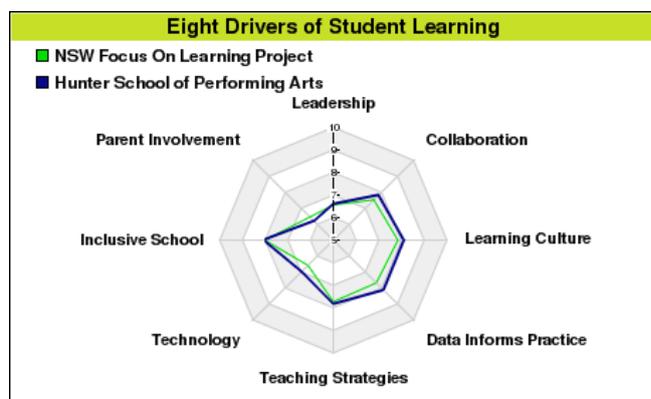
of parents' perceptions of their children's experiences at home and school.

The survey includes eight separate measures, which were scored on a ten-point scale.



## Perspectives of the staff

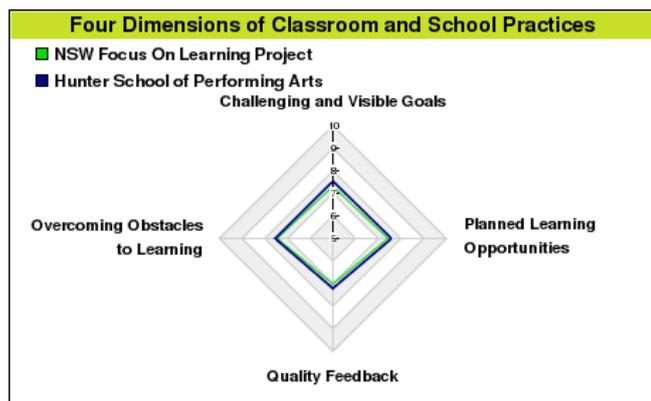
Staff survey questions were grouped into eight of the most important drivers on student outcomes which correlate strongly with student achievement. On the results of the survey the school compared favourably than the pilot schools.



Teachers were also asked to consider whether they present:

1. Challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and

4. support for students to overcome obstacles to achieving their learning goals



## Students

Student engagement is described as a disposition towards learning, working with others, and functioning in a social institution.

It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement.

Students were surveyed using the Tell Them From Me survey tool.

Student responses are summarised below.

## Primary

### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

Sixty eight per cent of students in this school had a high sense of belonging; the NSW pilot norm for these years is 63%.

Sixty six per cent of the girls and 72% of the boys in this school had a high sense of belonging. The NSW pilot norm for girls is 58% and for boys is 68%.

### Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

In this school, 87% of students had positive relationships; the NSW pilot norm for these years is 77%. At HSPA, 88% of the girls and 84% of the boys in this school had positive relationships. The NSW pilot norm for girls is 78% and for boys is 76%.

## Secondary

### Challenge

Students feel challenged in their English, Maths and science classes and feel confident of their skills in these subjects.

Forty nine per cent of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW pilot norm for these years is 37%.

Eleven per cent of students were confident of their skills but did not find classes challenging. The NSW pilot norm for these years is 10%.

Thirty five per cent of students were not confident of their skills and found English, Maths or science challenging. The NSW pilot norm for this category is 44%.

Five per cent of students lacked confidence in their skills and did not feel they were challenged. The NSW pilot norm for this category is 9%.

### Students with moderate or high levels of anxiety

Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

Thirty of students in this school had moderate to high levels of anxiety; the NSW pilot norm for these years is 22%.

Thirty four per cent of the girls and 19% of the boys in this school had moderate to high levels of Anxiety. The NSW pilot norm for girls is 29% and for boys is 14%.

### Students with moderate or high levels of depression

Students have prolonged periods when they feel sad, discouraged, and inadequate.

Twenty five percent of students in this school had moderate to high levels of Depression; the NSW pilot norm for these years is 21%.

Twenty six per cent of the girls and 21% of the boys in this school had moderate to high levels of Depression. The NSW pilot norm for girls is 27% and for boys is 14%.

### Students with positive behaviour at school

In this school, 96% of students had positive behaviour; the NSW pilot norm for these years is 88%.

Ninety eight per cent of the girls and 87% of the boys in this school with positive student behaviour at school. The NSW pilot norm for girls is 94% and for boys is 82%.

## Future Directions

### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The 2015-17 HSPA plan is available on the school's website at:

[www.hspa.nsw.edu.au/get\\_document.php?doc\\_id=669](http://www.hspa.nsw.edu.au/get_document.php?doc_id=669)

## 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 Douglas Lambert, Head Teacher TAS (Rel)  
Mrs Janeanne Hardie, Head Teacher Welfare  
Mr Kimberley Pink, Head Teacher Music (Rel)  
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 Karen O'Neill, Assistant Principal Junior Years  
Mrs Della Hill, School Admin. Manager  
Mr Rob Cooper 2013 P&C President  
Miss Jessica Heaney and Miss Zoe Speer  
2014/2015 School Captains

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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>