Messages

Principal's message

Newtown High School of the Performing Arts is a dynamic, caring and creative school established in 1990. In 2011 the school celebrated its 21st anniversary year.

NHSPA specialises in the performing and creative arts and is committed to excellence in student education by providing a challenging curriculum that enhances the talents of its students. The school’s comprehensive programs strive to instill discipline and self-esteem, and to encourage creativity, enabling students to develop to their fullest potential and to excel in their chosen endeavours. This report reflects the consolidated energies and efforts of the staff, students and the parent body.

Each year in Term 2 the school auditions students from all over NSW in music, dance and drama for intakes in Years 7 and 11. The school continues to enjoy an international and national reputation for excellence in the performing arts.

The school enhances student motivation and achievement through learning support and welfare structures and programs, and by establishing close working relationships within the community.

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.

Stephen Gray

P & C message

Newtown High School of the Performing Arts Parents and Citizens Association plays a significant role at the school providing an active community of support for students and teachers. The contribution of parents is essential to students’ learning and enjoyment of their high school years.

Without doubt the highlight of 2011 was NHSPA’s 21st birthday. The P&C was active in organising and supporting birthday celebrations including the Birthday Festival held in March which provided an occasion for the whole school community to mark the success of the school throughout its first twenty one years. Later in the year the final student Showcase performance held at the Seymour Centre provided another platform for the talent and capabilities of students past and present to be displayed.

2011 also marked the taking of a significant step with the appointment of the school’s first patron. Lynne Williams, the CEO and Director of the National Institute of Dramatic Art (NIDA) agreed to the invitation of the Principal and P&C Executive to be NHSPA’s inaugural patron, a partnership that fulfills a long-held ambition of the P&C and will provide exciting possibilities for the strengthening of NHSPA’s practical connections with the performing and visual arts industries. Lynne will be a source of wise advice and inspirational support to NHSPA’s students and faculty at a time when the Federal Government is exploring and documenting the value of the arts in the Australian community through the development of a National Cultural Policy. We very much look forward to realising the potential of this ground-breaking relationship over the next couple of years.

The P&C’s Voluntary Fundraising Contribution proved a tremendous success in its third year, raising $60,800, nearly three times that raised in 2010. These funds enabled the continuation of Master Classes in each of the Performing and Visual Arts faculties that were initiated in 2010. Master Classes provide external professional input for the benefit of students and teachers. Almost three quarters of these funds have been set aside for the refurbishment of the Studio Theatre foyer and entrances, including, the installation of a formal box office, poster display box, external painting, storage enhancements, and new furniture. This project which is expected to be completed in term 2 of 2012 follows the extensive refitting of the seating and performance space within the Studio Theatre achieved in recent years, and is aimed at ensuring NHSPA has a high quality performance
space befitting its status as the nation’s pre-eminent performing arts high school.

Other highlights in 2011 included:

- Extensive commitment and involvement by various members of the P&C committee and the wider NHSPA parent community involving more than 30 occasions where a roster of three or more parents provided Front of House refreshments at Showcase, auditions and orientations, a significant contribution by families to the school’s workings.
- Taking an active role in the development of the School Plan 2012-14.
- The P&C Performing and Visual Arts Sub-Committee (PVASC) provision of essential support to the Music, Drama, Dance and Visual Arts faculties as well as to the Technical Company.
- The continuation of this Committee’s co-ordination and overseeing of the Guest Company Directors program for the drama co-curricular program. Students of drama teaching from University of Western Sydney were selected to direct drama companies, freeing up teaching staff for more strategic tasks. The P&C conducted a successful pilot of the program in 2010.
- The Faculty Support Sub-Committee’s co-ordination of the P&C’s assistance of the English, Maths, Science, HSIE, PDH/PE, Languages, and TAS faculties.
- The Building Sub-Committee’s development of plans and detailed drawings for the Studio Theatre Foyer refurbishment.
- The Environment Sub-Committee’s planning and delivery of a successful working bee involving more than 35 parents, teachers and students which saw extensive weeding, planting, mulching, fence painting, and rubbish removal.

Monthly P&C meetings are held during school terms as well as various sub-committee meetings, and regular meetings between the P&C Executive and the School Executive. The NHSPA P&C looks forward to another active and successful year in 2012.

Darren Mitchell, P&C President

Student representative’s message

Each year the Student Representative Council of Newtown works productively to represent the student body, and this year has been no exception, with the SRC working on projects to enhance the School Community.

The SRC is promoting environmentally conscious practices by raising funds for a Water Bottle Refill Station. The initiative is joining a movement throughout Australian schools and our local community, and is directed at raising awareness, and reducing the impact, of bottled waters’ environmental and economic consequences. The SRC has acquired executive approval, a number of quotes and a pledge by the P&C, to match what the SRC raises. The station is set to be installed in the April 2012 school holidays.

The World’s Greatest Shave fundraiser was again a project of members of the SRC, and it raised over $5500 for The Leukemia Foundation. The event was a huge success, demonstrating the selflessness and charity of Newtown’s students, and is becoming an annual event.

The fundraiser Jeans for Gene’s day, run by the SRC on the 5th of August, raised over $800 dollars for the Children’s Medical Research Institute.

The foundations have been set for a Student Newspaper, to be commenced in 2012, which will involve students throughout the school population, give students a voice and promote community and interaction across all years. The SRC has also participated in Regional Representative Council meetings, strengthening ties to other school communities.

A decision has been made as to a charitable focus of 2012. The SRC will run fundraisers throughout the year, with the money going towards buying goats for third world communities, through World Vision.

The Student Representative Council constantly seeks new projects to be undertaken in 2012.
and is an active medium for the students of Newtown to communicate their ideas and concerns to further benefit the wellbeing of students, teachers and our community; both local and global.

Edward Bartolo
SRC Member

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

The school has a total enrolment of 946. Each year auditions take place for Years 7 and 11 resulting in enrolments from across the state. The school also enrolls students from the designated local area.

Student attendance profile

A concentrated effort on improving student engagement as well as targeted attendance policies has maintained attendance rates above state average across all years of the school.

Management of non-attendance

The school holds weekly welfare meetings where Year Advisers and the Home School Liaison Officer discuss student non-attendance and develop intervention plans.

Retention to Year 12

The retention rate from Year 10 to Year 12 continues to be well above that of the state and Sydney region.

Post-school destinations

The 2011 HSC featured 168 students with units attempted ranging from 2 to 13 units.

Survey results revealed that 125 eligible students applied for UAC places in 2011, with 118 students receiving offers (94% success rate).

The most popular post school destinations were University, TAFE and Private Provider courses in a diversity of areas which reflect the variety of aspirations within a performing arts high school cohort. Four students chose to pursue scholarships for further study overseas(USA).

The most popular areas of study included Arts, Business and Commerce, Dramatic Art/Theatre and Media, Visual Arts (including design, screen

Students chose to study at a variety of tertiary institutions including ANU, UNSW, The University of Sydney, Macquarie University, UNE, UWS, Wollongong University, CSU Bathurst, CSU Wagga, Australian Catholic University, UTS, TAFE NSW, COFA, VCA, Brent Street Dance Studios, Ev&Bow Dance Studios, FBI Fashion and Design and JMC Academy.

Popular TAFE/Private College courses included Music industry Business, Design, Fashion, Hospitality, Stage & Lighting, and Information Technology.

Approximately 5% of the surveyed cohort indicated they were pursuing full or part-time employment, often with an option of overseas travel.

Year 12 students undertaking vocational or trade training

In 2011 5% of Year 12 students were enrolled in vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification

All Year 12 students successfully completed the HSC or equivalent vocational educational qualification in 2011.

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

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<th>Position</th>
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<tr>
<td>Principal</td>
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<td>Deputy Principal(s)</td>
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Teacher qualifications

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

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<th>Qualifications</th>
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<td>Postgraduate</td>
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Financial summary

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

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Expenditure

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School performance 2010

Achievements

Arts

A major feature again in 2011 was the school’s two showcase seasons. These were highly successful, companies and ensemble groups performed at the school and at the Seymour
Centre. These performances incorporated the skills, expertise and collaboration of students, community members and staff.

Another highlight from 2011 was our 21st Anniversary Concert where students past and present combined in a wonderful celebration of 21 years of performing arts education.

**Achievements in Drama**

Over 190 students in 19 drama companies performed as part of the year’s two showcase seasons. A diverse range of theatrical styles were presented including Shakespearean drama, puppetry, melodrama, verbatim theatre with “Minefields and Miniskirts”, Oscar Wilde’s “Salome” and the crazy world of Harold Pinter and Guillaume Apollinaire.

Student showcase directors in 2011 were Grace McCabe, Lauren McDonnell, Milan Monk, Alexandra Cook, Kasia Vickery and Alessandro Zotti.

NHSPA graduates also returned to direct drama companies. These were Charlie Falkner, Tai Mitsuji, Isabelle Comber, Katherine Johnson and Alex Thompson.

As part of our 21st Anniversary Concert at the Seymour Centre in December, current Year 11 students joined alumni students from 2000 & 2001 to perform “The Compleat Works of Wllm Shkspr (abridged)” under the direction of ex-student James Jay-Moody.

Our collaboration with the University of Western Sydney where students, as part of their graduate course, are given the opportunity to undertake directorships of drama showcase companies, continued in 2011. Three such companies were formed in 2011. Our thanks to Mary Mooney for her on-going support of this project.

Our Theatresports team continued their recent successes and was runners up in the Sydney Theatresports Cup.

Year 9 student Hannah Meegan’s film was a finalist in the Junior category of Trop Fest.

Ten students in the Year 10 Extension class, with Judith Hoddinott, had the opportunity to attend a three-hour workshop given by Kevin Spacey’s education team. The following evening, they attended a performance of “Richard III” after which Kevin Spacey conducted a question and answer session.

There were six OnStage nominations in 2011: one group performance and two individual performances. These students were Eliza Nicholls, Nina David, Natalie Wilson, Ruby Everett, Sophia Stratton and Alycia Debnam-Carey.

With the generosity of the P&C, the Drama faculty ran a number of masterclasses in 2011 in voice, regional accents, circus skills, physical theatre, Suzuki, stage fighting, slapstick and prop making.

Our on-going relationship with the Bell Shakespeare Company allowed us to conduct free workshops for students, as well as providing the opportunity for Bell Shakespeare to try out their new show on our students before they took it on the road.

**Achievements in Dance**

13 students from the Dance Faculty attended the Global Gathering for Boys and Girls in Beijing, China.

Hannah Seymour, Tanya Grigoriadis and Bree Masters performed at the Sydney Region Official Opening of the School Year at the City Recital Hall.

Over 50 dance students participated in the 2011 Schools Spectacular in various segments including the Schools Spectacular Classical Ballet Company.

Four Dance companies, 3 Classical Ballet companies and 5 Dance ensembles represented the school at the Sydney Region Dance Festival, as well, all the 4 Dance Companies, 2 Ballet Companies and 3 Ensembles were selected to perform at the State Dance Festival.

Dance students participated in the Showcase performances in both semesters. Every Dance and Classical Ballet class performed in the Class-work Showcase series of concerts.

“Off Broadway” and the end of year “Dance Showcase” were performed at the Everest Theatre, Seymour Centre.
The Intermediate Classical Ballet Company performed for Presentation Day at the York Theatre, Seymour Centre.

31 Year 12 students were nominated by markers as presenting exemplary works in the HSC Dance examination. Many of these students were nominated in more than one syllabus component.

The Technical Company was involved in all Showcase Concerts, Presentation Day, auditions, Formal Assemblies, HSC Drama, Elysium Concert, NSW Public Schools’ Dance Company performance and the Sydney Region Opening of the School Year. The venues they worked in were Studio Theatre, St Georges Hall, the Everest and York Theatres at the Seymour Centre, the Sydney Opera House and the City Recital Hall, Angel Place.

Achievements in Music

The 21st Birthday Celebration held in early March was a buzz of excitement with student bands performing in the open air to a supportive audience.

The two major concerts in St Georges Hall - "In The Swing" and "The Spring Prom"- were very successful with all styles of student solo and ensemble performances.

The Opening of the School Year was staged in the City Recital Hall. The NHSPA Orchestra and Choir and the Regional choir featured in the main item “The Never Never Land.” The vocal trio of Kaila Sercombe, Zerrin Craig-Adams and Paloma Ellis-Vega performed a special item “Kyrie/Ave Maria accompanied by Marcus Catsaris and 3 dancers.

Students in the NHSPA choirs were involved in "Voices In Concert" at the Sydney Town Hall in May.

A large contingent of students from the Victoria College of the Arts performed for our students in St Georges Hall in May and then the NHSPA Stage Band and Jazz Ensemble performed in collaboration with the VCA students in Darling Harbour.

As part of a Silver award in the NSW Band Festival in 2010, the Concert Band workshoped with guest conductor Steve Hillinger in May.

The Stage Band, Symphonic Wind Ensemble, String Ensemble and Senior Choir performed individual items in the Opera House Festival Concerts during August.

The Orchestra and Choir were involved in the Expanding Horizons Concert at the Opera House in August. The Senior Jazz Quartet (Bart Haddock, Marcus Catsaris, Jessie Flowers and Marc Valpiani) performed a Miles Davis arrangement.

Students were involved in The Schools Spectacular as soloists- Joshua Meader (Yr 8) Georgia Melville (Yr 10) Callum Sandercock (Yr 12) Kelsi Boyden (Yr 9)- and in the Spectacular choir and orchestra. Several students were accepted into the Talent Development Project.

The Symphonic Wind Ensemble and Stage Band competed in the Macdonalds Eisteddford in June and the NSW Band Festival in August. The two bands scored Gold awards in the Festival events.

In August, a string sextet-Baden Hitchcock, Nina Dodds, Olivia Arnold, Brian Hong, Hikaru Fuminashi, Annabel Vici, vocalist Kelsi Boyden and an NHSPA intermediate dance company were specially invited to perform in Beijing at an international youth television event.

Solo nights continued to be included in the Showcase performance schedule. Year 12 solo nights included the Elysium concert in December for Music Extension students and a special post assessment performance in the studio theatre in Term 1.

A number of Year 12 students supported the co-curricular program in Choir, Band and Orchestra. The HSC results of these students were outstanding and many of them have
accepted places at the Sydney Conservatorium, UNSW, ANU, and Berkeley College (New York) to further their studies in music and education.

Alicia Debnam-Carey (percussion), Mary Osborn (saxophone), Bart Haddock (percussion) Eileen Hodgkins (voice) and Jesse Flowers (guitar) received HSC Encore nominations and Tom Puttick received an exemplary award for his 2 Unit Elective Musicology Essay submission.

The NHSPA 21st birthday performance staged in the Seymour Centre became an opportunity for alumni students to be involved in performances with our current students. The orchestra and choir performed extracts from the “Gloria” by Vivaldi. Georgia Melville (Yr 10) and ex-student Chiara Morvilo performed the duet “Laudamus Te”. Alumni Danita Weatherstone and Emily Edwards performed “As if We Never Said Goodbye” accompanied by members of the string ensemble.

Achievements in Visual Arts

Sophie Laurie, Luke Mangraviti and Nina Dodd successfully completed the National Art School Intensive Studio Practice Course with outstanding results. This 60-hour program is designed to enhance and extend students' technical and conceptual knowledge and skills through intensive studio practice. Their final artmaking was exhibited at the National Art School.

Sarah Judd and Amelia Hartley received awards for their photography in the Moran Contemporary Photographic Prize, in the Secondary Schools Section.

Artworks from Philippa Buchmann, Eliza Cooper, Jenan Elali and Jonny Sandstrom were selected to represent the City of Sydney as part of the Nagoya Art Exchange. Their works were exhibited at the Nagoya City Museum with student artworks from Los Angeles, Mexico City, Nanjing, Torino and Nagoya.

Hannah Cook-Edwards, Billy Dahlenburg, Kira Godoroja-Prieksaerts, Thomas Puttick and Maxwell Tilse HSC artworks were nominated for Art Express. Hannah’s, Toms and Max's artworks will be exhibited in various galleries including the Art Gallery of New South Wales.

Achievements in Sport

Achievements in sport in 2011 continued to improve from 2010. Student attendance at school carnivals continued to significantly increase. Attendance at school carnivals in 2011 was as follows:

- Cross Country - 243 students
- Swimming - 624 students
- Athletics - 640 students

This is a reflection of the continuing improvements in the profile of sport at the school as well as the improvement in student involvement in a wide variety of opportunities made available to them at the school.

NHSPA continues to have a large number of student representatives at Bligh Zone, Sydney East Region and NSW CHS championships where many of our athletes achieve exceptional success.

Our school continues to display prominently on the Bligh Zone list of age champions at the swimming, cross country and athletics carnivals. The Zone Age Champions for the Cross Country, Swimming and Athletics carnivals were as follows:

Swimming:
- 14 girls - Eleni Knapp
- 15 girls - Amy Johnson
- 12 boys - Luke Schofield
- 13 boys - Alasdair Chisholm
- 14 boys - Rory Hocknell
- 16 boys - Declan Dwyer

Athletics:
- 13 girls - Gemma Buckland
12 boys - Alex Small

Cross Country:

12 boys - Luke Schofield

16 boys - Fabian Caley

15 girls - Zoe Gawekci

16 girls - Bree Masters

Two specific highlights of the year were the 12 Year boys Cross Country Team consisting of Luke Schofield, Jayden Schofield, Alexander Small and Rio Morgan-Young who won NSW champions and the 12 Year boys Swimming Team consisting of Luke Schofield, Jayden Schofield, Christian Henney and Indy Ree who came second at the NSW championships.

NHSPA was involved in the annual NSW Futsal Regional Schools Championships where we entered 4 teams.

Basketball featured prominently on the sport front at NHSPA in 2011. Both girls and boys junior and senior teams trained on a weekly basis and participated in various competitions throughout the year.

CHS Knockout sports available in 2011 included soccer, basketball, touch football, netball, cricket, squash and volleyball.

Year 7 and 8 were both involved in the annual Bligh Zone Gala Days. The sports students were involved in included:

- Basketball
- Soccer
- Cricket
- Oz-Tag
- European Handball
- Softball
- Volleyball
- Ultimate Frisbee
- Netball

2011 was a successful year for NHSPA athletes and we look forward to continuing this success into 2012.

Other

Student engagement was enriched with the running of annual events including Year 7 Ancient History Day, Year 8 Medieval Day, the Year 10 Geography coastal management fieldtrip to Cronulla, Legal Studies Mock Trial competition, Q&A audience and law courts visits as well as senior student attendance at a range of HSIE HSC lecture days.

Year 12 students again attended the annual Young Global Achievers Conference in New York, where they had the opportunity to participate in the UN General Assembly, working with and representing different national embassies.

Year 10 students who participated in the Premier’s Veteran’s Oral History project training in 2010, used these skills to conduct and record an interview with a Vietnam Veteran, Mr William Cox, contributing to the archives of the State Library of NSW for and the Australian War Memorial, and which is now an ongoing valuable resource for our history students.

Debating and public speaking competitions again proved popular for students in all Years and our Year 7 / 8 team emerged as Zone Premiers.

The school entered speakers in the Legacy Junior Public Speaking Competition and the Plain English Speaking Competition and all speakers from Years 8-11 performed creditably.

Our school again hosted the semi-finals of the NSW Plain English Speaking Competition and students from our school officiated at this level and Rose Johnson of Year 10 was invited to officiate at the National Final of this competition.

Students from the school again participated in various writing competitions and Elizabeth Waldron of Year 9 won the Lower Secondary Division of the Dorothea Mackellar National Poetry Award.
Our students participated in International Competitions and Assessments for Schools in Mathematics; we received 9 distinctions and 67 Credits.

Our GAT students were the regional recipients of the Honours Award of the Tournament of Minds Competition in the Language/Literature challenge, whilst our junior team received a credit in the Maths Challenge competition.

**Academic**

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

Students achieved overall results well above state average in all aspects of literacy tested.
Numeracy – NAPLAN Year 7
Students again achieved overall numeracy results above state average.

Literacy – NAPLAN Year 9
Students achieved outstanding overall results in all areas tested. The graphs below indicate that the school’s literacy results are significantly above state averages, it is also apparent from both Year 9 and Year 7 data that pleasing improvement is being made in the targeted area of spelling.
**Numeracy – NAPLAN Year 9**

Students again achieved overall numeracy results above state average.

**School Certificate**

**English Literacy**

Results in 2011 continued the strong performance of recent years with 58% in the top 2 bands compared to 33% state-wide.

**Mathematics**

The upward trend identified in recent years continued in 2011 with an increasing percentage of students in the top two bands combined.

**Science**

Outstanding results continued in 2011 with 47% of students achieving in the top two bands compared to 29% state-wide.

**Australian Geography, History, Civics and Citizenship**

The number of students achieving at the highest level was again well above that of the state. Particularly impressive was the growth in the top 2 bands for Australian Geography. 40% of students were placed in these bands compared to an average of 33% over the past 5 years and 20% state-wide.
Computer Skills

Students achieved pleasing results with 66% placed in the highly competent category compared to 46% state-wide.

School Certificate relative performance comparison to Year 5 (value-adding)

In value added terms our students’ performance showed very pleasing improvement across the board. With the exception of English, relative performance increased significantly when compared to the school average over the previous 5 years.

Higher School Certificate

Our HSC class of 2011 has once again continued the outstanding improvement in HSC results seen at Newtown High School of the Performing Arts over recent years.

Our achievements included:
Students of Ancient History achieved an amazing average of 82.3%, 9.4 marks greater than the state mean with 10 students receiving band 6 (over 90 marks) which is 3 times the state rate, and 70% receiving 80 or more compared to 52% in 2010, 40% in 2009 and 37% state-wide.

With an average mark 3.4 above the state, 37% of students in Biology achieved 80 or more, compared to 31% in 2009.

50% of our Chemistry students received marks of 80 or more, compared to 19% in 2010 and 40% state-wide.

In Dance, our students achieved results 10.6 marks above state average, 34% received 90 plus (band 6) and 84% in the top 2 bands compared to 40% state-wide

With an average score of 82 (4.5 over the NSW mean), 21% of Drama students achieved marks over 90 (compared to 11% state-wide) and 66% gained marks in the top 2 bands (43% state-wide).

Economics results were 3.5 over the state mean with 63% achieving results of 80 or more, compared with 43% in NSW.

With an average mark of 40.5/50 our Extension 1 English results saw 96% of students in the top 2 bands compared to 84% state-wide.

50% of our Geography students gained marks of 80 or more compared to 33% in 2010 and 38% of the state. The average mark of 81 was 6.2 above the state and 6 marks up on 2010.

With an average mark 3.4 above the state, 54% of Legal Studies students achieved 80+ marks compared to 38% of the state.

With an average 5.2 above the state, General Maths continued the great improvement of recent years with this year 38% achieving 80+ compared to 26% in 2010 and 24% of the state.

Our 2 unit Maths results, with a mean of 74.9 were up 6 marks on 2010 with almost 50% of students achieving marks in the top 2 bands.

With a mean of 80.4, up an incredible 15 marks from 2010, 91% of our Extension 1 Maths students achieved marks in the top 2 bands, compared to 50% in 2010 and 84% state-wide.

In Extension 2 Maths, 75% of students achieved results in the top 2 bands, up from 67% in 2010 and 2009, and 25% in 2008.

48% of Modern History students received marks over 80, up from 41% in 2010 and 45% state-wide.

With an average score of 87.7 (almost 8 over the state), 55% of our Music 1 students achieved a band 6 compared to 33% in 2010, 19% in 2009 and 15% state-wide.

Our Music 2 results were equally outstanding with an average of 87.1, 42% of students gained marks of 90 or more, compared to 24% in 2010 and 33% state-wide, with 89% receiving a mark over 80.

Music Extension results were again outstanding with an average of 46/50 and 69% in the top band compared to 60% of the state.

With an average of 75%, our PDHPE results were much improved over recent years, with a 6 mark increase from 2010 and 34% of students in the top 2 bands compared to 19% last year.

The Physics mean of 77.3% was up from 73 in 2010 and 2.4 marks above state average. 50% of students received a mark of 80 or more, compared to 36% last year and 36% state-wide.

Textiles and Design students achieved stunning results. With an average mark of 86.2, an
amazing 11.6 above state average and up from 75 in 2010, 100% of students received a mark of 80+. This compares to 36% in 2010 and 39% state-wide.

With an average of 84.4 (over 6 marks above the NSW average, 82% of our Visual Arts students gained marks in the top 2 bands compared to 79% in 2010 and 48% state-wide.

So, it can be argued that our 2011 Year 12 HSC results are among our greatest. This is further evidence by the following successes:

Holly Doyle was placed 3rd in NSW for Dance.

Hannah Miyashita was placed 17th in PDHPE.

2 students received a Premier’s Award for gaining marks of 90+ in over 10 units. These outstanding students were Alycia Debnam-Carey and Georgia Munro-Cook.

A record 82 students (up from 63 in 2010 and 2009) representing 50% of the cohort (up from 38% in 2010) were placed on the NSW Distinguished Achievers list for receiving 90+ in at least one course.

An incredible 45 students achieved marks of 80 or more in 10 or more units. This represents 28% of the cohort up from 18% in 2010 and has grown by over 3 times since 2007.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The graph below indicates outstanding improvement in performance across all ability groups. It should be noted that value added state-wide, by definition is zero, and that the school’s improvement is above that achieved by the similar school group in all categories. Of particular note is the exceptional performance in the high performance band with the school achieving almost three times the growth of the similar school group and a significant improvement from 2010.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 7 and 9.

The performance of the students in our school in the National Assessment Program - Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.4</td>
</tr>
<tr>
<td>Writing</td>
<td>98.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>99.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.4</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.6</td>
</tr>
<tr>
<td>Writing</td>
<td>96.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.3</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

An Aboriginal perspective is taught in an integrated way across KLAs. This enables staff and students to develop knowledge and understanding of and respect for Aboriginal Australia as highlighted in the Aboriginal education policy.

At our annual Graduation and Presentation Day ceremonies, the “welcome to country” was presented and performed by our Aboriginal students.

Our participation in the AIME program continued in 2011. AIME uses a unique style of structured education-based mentoring to link university students in a one-on-one relationship with Indigenous high school students. Our Aboriginal students have developed positive relationships through this mentoring program.

Baden Hitchcock of Year 11 was awarded a Sydney Region “Deadly Kids” award for outstanding achievement. Two of our senior dance students were also recipients of a $1000 Sydney Region scholarship.

A number of students represented the school as participants in the Aboriginal Debate held at State Parliament as well as the Schools Spectacular Aboriginal Dance Ensemble.

Multicultural education

Multicultural perspectives are a compulsory component of all teaching programs. This is evidenced in many curricula and co-curricula programs including the choice of repertoire for all performing and creative arts faculties and texts set for study in English.

In 2011, our 21st birthday celebration included performances by students and community groups representing a variety of cultures.

Respect and responsibility

As a public school respect and responsibility are embedded in all we do. In 2011 this was evident through programs such as:

- Students, staff and parents continued the development of our Environmental Committee and promoted recycling, the greening of the school and the concept of global citizenship.
- Year 9 students were trained in Peer Support, from this training 40 students were selected to become Peer Support leaders working with Year 7 2012.
- The school provides opportunities for students to become members of almost 50 performing arts ensembles and companies. Each of which promote the values of team work, tolerance and cooperation.

Environmental Awareness

During the school’s 21st birthday celebration festival, the environmental committee organised a number of environmental stalls promoting ecological sustainability on the day.

Students from the committee also attended and presented at the Sydney Region Environmental Student Forum held at St George Girls High School. Some of the presentations included various sustainability initiatives implemented at our school.

The environmental committee continued to implement the DEC’s ‘Climate Clever Energy Savers’ program which is part of NSW government schools energy efficiency program. Some of the initiatives included the installation of more electric timers on various appliances to save energy and raising awareness of energy issues through ‘sustainability’ themed songs.

Connected learning

Following the 2010 ICT audit of all teaching and learning programs, all faculties have embedded and utilised a number of ICT strategies as learning tools.

As part of the National DER program all Year 9 students and teachers were issued new laptops as part of the ongoing rollout.

The school, with the support of the P&C facilitated the purchase of additional technology resources such as SmartBoards, Data Projectors and sound equipment.

Following the school’s successful submission to acquire funding to create a DER Coordinator, support was provided to staff in the
development of best practice in integrating ICT into the classroom.

**Progress on 2011 targets**

**Target 1**

*To Decrease the level of partial truancy by 4% from 635 instances to 610.*

Our achievements include:

- The refinement of the new partial truancy tracking system.
- Increased communication between school and home regarding partial truancy with 252 letters sent to parents in semester 1 and 383 in semester 2.
- A review of the restitution program for partial truancy leading to a modification of intervention processes when dealing with partial truancy.

**NOTE:** despite a reduction in the number of partial truancies reported in some Year groups (particularly Years 11 and 12), the overall number of reported truancies remained high. Therefore this target was not met. It is hoped that the changes made to our intervention procedures will address this increase.

**Target 2**

*To increase HSC value added data, in the high achieving category, to meet or exceed the growth levels of our “Like School Group”. (from 0.0 in 2010 to 2.9 in 2011)*

Our achievements include:

- The school not only met but exceeded this target with growth levels increasing from 0.0 to 5.7 compared with a growth level of 2.1 for our Similar School Group.
- Faculties devised and implemented plans for improvement following detailed HSC analysis.
- HSC monitoring was incorporated into the school’s TARS and EARS processes.
- Identified, through School Certificate and Year 11 results, our potential high achieving students and devised a negotiated plan for academic success working with teacher mentors.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

**Educational and management practice**

**Background**

The existing School Plan expired in 2011. All school communities were required to conduct a planning process leading to the development of a three year school plan. The school community agreed that the best way to develop this plan was through a collaborative process.

**Findings and conclusions**

A School Forum was held in term 3 involving all parts of the school community. From this forum, priorities and targets were identified in 3 key areas: Excellence, Creativity and Equality.

As a result of this process the 2012-14 school plan was developed.

**Future directions**

The following key outcomes were identified by the school community:

- To foster and further enhance a culture of excellence across all areas of the school community leading to students achieving their personal best in a wide range of curricula and co-curricula pursuits.
- To foster, refine and develop the innate and learned creativity of our unique students in a way which allows them to become successful students, performers and members of the wider community.
- To sustain and further develop an inclusive and engaging learning environment offering support, challenges and opportunities for all students.
• To increase levels of literacy and numeracy for all students through a consistent approach across all faculties.

Curriculum

Australian Curriculum

Background

In response to the planned implementation of the Australian Curriculum, the school established a team to investigate and prepare for the anticipated curriculum changes.

The cross faculty team reviewed the proposed curriculum for phase 1 areas which included English, Maths, Science and History. A variety of professional learning opportunities were offered including a full School Development Day in term 2 where a Board of Studies consultant updated staff on the nature of the curriculum and the proposed implementation process.

Team members attended consultation meetings and prepared written submissions to BOS to shape the development of the proposed NSW Syllabi.

Findings and conclusions

All faculties identified similarities and differences between the existing and proposed curriculum. Phase 1 areas utilised professional learning funds to refine teaching and learning programs in preparation for implementation.

Phase 2 and 3 curriculum areas were scrutinised, in particular the Arts curriculum, resulting in strong recommendations for change included in the submissions made to ACARA and BOS.

In light of the State Government's review of the implementation schedule, our team has been adjourned until further advice is received.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. This occurred through the school forum and the resulting planning process.

Their responses and level of participation highlighted the commitment of the school community in the ongoing development of the school.

Overall, parents, students and teachers were very satisfied and supportive. At the same time areas for growth were identified and are represented within the 2012-14 School Plan and the resulting targets for 2012.

Professional learning

In 2011 teacher professional learning continued to be a major focus of the school. Staff surveys and School Development Day evaluations indicated priorities for professional learning activities and these priorities were then addressed.

In 2011:

• A range of opportunities were offered to all staff in relation to professional learning workshops and activities throughout the year. The targeted priority areas were literacy and numeracy, Australian Curriculum, Beginning Teachers, Student Engagement and ICT.

• The Professional Learning team continued to organise School Development Days. Topic areas covered were HSC data analysis, Student Engagement student survey results, Australian Curriculum, Cyber Safety, ICT, and a presentation and ballet master class from Li Cunxin (“Mao’s Last Dancer”).

• The staff induction program again included a performing arts orientation day. All new scheme teachers attended regular meetings, and successfully completed their accreditation portfolios.

• Conferences were held for the executive and beginning teachers.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1: Excellence

Outcome for 2012–2014

To foster and further enhance a culture of excellence across all areas of the school community leading to students achieving their personal best in a wide range of curricula and co-curricula pursuits.

2012 Targets to achieve this outcome include:

• To increase the number of HSC students achieving Band 5 and Band 6 by 2% from 459 instances to 468.
• 50% of Stage 5 students achieve their personal best in a nominated area.
• To increase by 6% the number of students (in Years 7-10) achieving grade A or B in school based assessment from 3365 instances per semester in 2011 to 3567 in 2012.

Strategies to achieve these targets include:

• Develop and implement a consistent policy to address written feedback for individual student performance across curricular and co-curricular programs.
• Establish a team of interested staff to develop and embed enrichment programs within each KLA.
• Analyse NAPLAN results to identify areas to be targeted in ILP’s.
• Targeted professional learning for staff in technology, literacy and numeracy.

School priority 2: Creativity

Outcome for 2012–2014

To foster, refine and develop the innate and learned creativity of our unique students in a way which allows them to become successful students, performers and members of the wider community.

2012 Targets to achieve this outcome include:

• 30% of students (300) display, exhibit or perform their work in two or more areas of school life.
• 5% increase on student demand for performing/creative arts subjects within the curriculum from 1521 instances of elective choices Years 8-12 for 2012 subject selections to 1597 for 2013 subject selections.

Strategies to achieve these targets include:

• Develop an online presence to showcase student work to the broader community.
• Investigate murals and artwork on the school environment.
• Continue to support the concept of master classes for students and staff, as well as the use of tertiary and other guest directors.
• Refurbish the school foyer to reflect the creative nature of the school.
• Develop and enhance World Earth Fest to achieve its dual purpose of environmental awareness and as a creative/performance opportunity.

School priority 3: Equality

Outcomes for 2012–2014

To sustain and further develop an inclusive and engaging learning environment offering support, challenges and opportunities for all students.

To increase levels of literacy and numeracy for all students through a consistent approach across all faculties.

2012 Targets to achieve this outcome include:

• To increase by 50% the number of targeted students involved in whole-school based individual learning programs/plans. From 20 to 30.
• Enhance welfare systems/programs to decrease partial truancy by 5% from 1080 instances to 958.
• To increase by 2% student achievement in the top two bands in Year 9 NAPLAN data from 261 to 266 instances of students over the 5 NAPLAN areas.

**Strategies to achieve these targets include:**

• Form a Representative Review team to review the Pastoral Care program.
• Investigate and further develop a team culture to target student interest in areas such as sport, chess, book club etc.
• Review the Year 7 Teaming/transition program.
• Develop a peer-tutoring program.
• Develop targeted student learning plans for all Aboriginal students.
• Establish a broader Learning Support team to co-ordinate the development and monitoring of Individual Learning Plans.
• Establish criteria to identify targeted students most suitable for ILPs.

**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.

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Betty Romeo, Deputy Principal  
Darren Mitchell, P&C President  
Edward Bartolo, School Captain

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:  