

Newtown High School of the Performing Arts

Annual Report



2015

8530

1. Introduction

The Annual Report for 2015 is provided to the school community of Newtown High School of the Performing Arts as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for each and every child set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Principal's Name:

Stephen Gray
Principal

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Message from the Principal

Newtown High School of the Performing Arts is a dynamic, caring and creative school established in 1990.

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 well-being 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
Principal

Message from the P&C

NHSPA Parents and Citizens Association made a valuable contribution to the school in 2015 by supporting the school across its performing arts, academic, sporting and wellbeing endeavours. Many dedicated parents and carers gave time to be involved in various P&C events and activities including: volunteering for the World Earth Festival; staffing the Studio Theatre Café for Showcase evenings, auditions and orientation days; participating in sub-committees and executive committee meetings; assisting with improving the school grounds through regular working bees; moderating, posting or answering items on the P&C Google Group; and collating and editing school archival materials. Priorities were set for the year by each sub-committee in consultation with the school and in line with the School Plan 2015-2017.

The P&C voluntary fundraising contribution, now in its seventh year, continues to raise significant funds for the P&C. In 2015 it raised \$55,000. The P&C executive, decided in 2015 to also set aside specific funds to assist the academic, wellbeing and sporting activities at the school, in addition to the performing and visual arts support.

We welcome and encourage all parents and carers to get involved in the NHSPA P&C in 2016, which is already proving to be another active and vibrant year for the P&C and the whole school community.

Emma Walters
P&C President

Message from the Student Representative Council (SRC)

The NHSPA SRC is an integral part of the school community. It provides students with the opportunity to lead and contribute to the school, offering training for student leaders and a forum to discuss student initiatives. In 2015 the SRC welcomed Ms Spirovska as our teacher coordinator and four new Year 7 members. The SRC ran a highly successful World's Greatest Shave for the fourth year in a row when we raised \$8,000, landing a spot as one of the top thirty fundraisers in NSW.

The SRC continued its active involvement in the school community through our SRC Facebook page, suggestion box and our regular addresses to the school assembly. We also held a stall at NHSPA's World Earth Festival, which provided a great opportunity for our SRC representatives to meet and greet students and other members of the school community.

In 2015, the Year 7 and Year 8 SRC members introduced the popular new initiative 'Warm Fuzzies' which provided the opportunity for students to send positive messages to one another. This initiative reinforced NHSPA's commitment to positive psychology, enabling students to recognise each other's strengths and virtues. Responding to high demand, the 'Warm Fuzzies' initiative ran for a second successful week at the end of last year. As a part of the Develop Africa Program, Year 10 SRC members ran a "pencil drive" which involved collecting pencils to send to Africa for students in need.

Georgia Brigg
SRC President

School background

School vision statement

We will empower and inspire our community to passionately explore its creativity and imagination; to strive for educational excellence and celebrate its diversity.

School context

NHSPA is one of the leading specialist performing arts high schools in Australia enjoying a national and international reputation for excellence in the creative and performing arts. Each year the school auditions students from all over NSW in dance, music and drama for intakes in Year 7 and 11 as well as enrolling in-area students. All members of the school community are committed to the core values of the school which are creativity, excellence and equity.

The school is committed to excellence in student education by providing a challenging curriculum and a range of co-curricular and extra-curricular activities that enhance the talent of its students. Co-curricular programs are an extension of the curriculum in the performing arts. The school runs approximately 50 co-curricular activities with companies or ensembles in dance, music, drama and visual arts. Students are also offered a range of opportunities to participate in extra-curricular activities such as debating, mock trial and a range of sporting events. The school aims to develop skilled, creative and self-motivated students who thrive in a tolerant, supportive and creative school environment.

2. Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of the high quality practice across the three domains of Learning, Teaching and Leading.

This year, the staff at Newtown High School of the Performing Arts has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey towards excellence. Time was dedicated at our School Development Day in Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations addressed in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The implementation of positive education has been a strong focus of the school. All members of the school community were educated on positive psychology and growth mindset and its impact on building a culture of resilience, mutual respect and valuing the opinions and contributions of others. The results have been evident in the way that students are relating to each other and importantly, in the increased engagement of students in learning. Emphasis has been given to providing individual learning support to students. Students with individual learning needs are identified early and their parents are increasingly involved in planning and supporting the learning directions for them. The school has successfully catered to the individual needs of its students providing a differentiated curriculum, quality feedback, learning support and mentoring.

The major focus in the domain of Teaching has been on learning and development and collaborative practice for staff. Through the school plan key areas of professional learning were identified such as creativity, differentiated learning and positive psychology. Staff actively engaged in planning their own professional development after setting their goals as part of their professional development plan (PDP). Through classroom observations, reflections, coaching and feedback, a collaborative “observed and be observed” environment is established allowing for sharing of ideas to improve quality teaching practice.

In the domain of Leading, our priorities have been to address school resources, particularly physical resources, facilities and infrastructure. Through the provisions of physical resources and facilities such as improved ICT infrastructure, communications infrastructure and more effective use of library facilities, a safe, interactive learning environment has been created for the students. Innovative school structures and practices were researched and identified to further improve timetabling and more effective use of space in the school.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress at school. The achievements and identification of next steps are outlined in the following pages of their report. Our self-assessment process will further assist the school to refine the strategic priorities in the school plan leading to further improvements in the delivery of quality education to our students.

Strategic Direction 1

Creativity

Purpose

To foster, refine and develop the innate and learned creativity of all students to allow them to become successful students, performers and members of the wider community

To nurture and develop the creativity of our gifted and talented students within the artistic context of our school.

Overall summary of progress

The creativity team was established to support all faculties in identifying creativity strategies for class tasks and assessments. Teacher Creative Learning (TCL) guidelines were developed and communicated to staff to provide opportunities to broaden teacher understanding of creativity in the classroom.

An audit was conducted by the School Project Co-ordinator to identify the current extra-curricular opportunities available to students and to broaden the range of activities for greater participation.

Students in the co-curricular program were given opportunities to widen their professional experiences and industry links through international tours to the UK and China along with Master class programs and workshops.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
<ul style="list-style-type: none"> 100% increase in the number of students involved in extra-curricular activities from 106 to 212. 	<ul style="list-style-type: none"> A School Project Co-ordinator was appointed to complete an audit of the co-curricular and extra-curricular programs and report to the executive. In 2015, 230 students were involved in extra-curricular activities. This represents an increase of 117%. The range of activities included sporting teams, mock trial, debating, gifted and talented programs and various interest groups and clubs 	\$10,000 RAM
<ul style="list-style-type: none"> All students involved in the co-curricular program participate in at least one professional workshop per year as measured by a co-curricular calendar of events and student survey 	<ul style="list-style-type: none"> International tours for Drama, Dance and Music students were undertaken to UK and China to establish links and enhance skills through workshops. As a result of the UK drama tour links with National Theatre, Young Vic, The Globe and RADA were established. A master class program for Dance students was conducted and auditions for US tertiary dance scholarships held. Over 10 senior students were offered scholarships to Point Park University and the master class teacher choreographed a repertoire for semester 2 Showcase All Dance students and many Drama, Music and Visual Arts students participated in professional workshops 	\$4,000 P&C program supporting PA
<ul style="list-style-type: none"> Classroom activities that promote creative and original thinking are designed and embedded across all Key Learning Areas. This will include the provision and funding of Teacher Creative Learning (TCL) opportunities 	<ul style="list-style-type: none"> The Creativity Team was established and joined with other schools in identifying creative strategies for class tasks and assessment. The Innovative Assessment Team developed and staged a Year 9 cross KLA task under the umbrella of sustainability TCL guidelines were developed and communicated to staff and a budget of \$40 000 was established for 2016 	\$4,500 TPL

Next steps for 2016

- All faculties will develop one Pilot Class Task in Stage 4 and 5 that explicitly promote creativity.
- Teacher Creative Learning fund to be promoted to staff and monitored throughout 2016
- All faculties incorporate within their 2016 faculty plans the provision of creativity in classroom practice and assessment.
- Creativity Team to formulate an implementation plan for 2016-17
- All extra-curricular programs will be collated to be included on student end of year reports.
- Executive to establish extra-curricular program guidelines including time, structure and budget requirements.
- SRC to conduct a student survey to ascertain student interest to ascertain if extra-curricular programs need to be added to in 2017.
- PA faculty plans to schedule professional workshops for 2016
- International Tours to the USA and China will be conducted
- Lighthouse Dance Festival to be initiated by NHSPA staff to include performance and tertiary audition opportunities for gifted dancers throughout NSW

Strategic Direction 2

Excellence

Purpose

To enhance the quality of teaching and learning to support all our community in achieving success

Overall summary of progress

All staff participated in the Professional Development Framework, a plan that supported teachers to set professional goals, collect evidence including classroom observations, undertake professional learning experiences and review progress in a dialogue with their supervisor. Through ongoing, targeted professional learning programs, collaboration and modelling opportunities and the development of professional goals, all staff have had the opportunity to further improve their teaching practice.

There has been a continued school wide consistent focus on written responses using the ALARM scaffold. It has resulted in most teaching and learning programs and some assessment tasks in Years 7 to 10 using ALARM to improve student writing outcomes.

An action plan was established for the implementation of the co-curricular review recommendations. This led to the development of a consistent audition feedback policy, the appointment of a performing arts events manager and the establishment of the Communication team. These initiatives are designed to improve communication, school operations and a more effective delivery of co-curricular and extra-curricular programs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
To increase by 5% the number of HSC results in the top 2 bands from 472 to 496.	<ul style="list-style-type: none"> Many faculties have used the ALARM scaffold and have built a bank of resources to positively impact student written responses. Faculties have used SMART and RAP data to analyse HSC questions where student responses require further development and implement targeted strategies to address these areas of the syllabus. A Drama acceleration program for Years 9 and 10 students was piloted with reports of these students achieving top bands in assessment tasks. 	\$12,300 TPL funds
To increase by 5% the number of students in Years 7-10 achieving grade A or B in school based final assessment from 4628 to 4860.	<ul style="list-style-type: none"> Faculties have included ALARM in programs and assessment tasks for Years 7-10. A feedback pro-forma was developed and trialled to enhance resilience and a growth mindset which included areas of strength, areas for development and student self-reflection. 	\$2,500 TPL funds
The school has embedded explicit systems for collaboration and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes	<ul style="list-style-type: none"> All teachers formulated, engaged with and reviewed their Professional Development Plans(PDPs). Teachers engaged in classroom observations through a voluntary "observe and be observed" program as part of their supporting evidence for their PDP's. Protocols and scaffolds were developed for observations as a learning tool. Teachers identified and attended TPL opportunities to support the realisation of their goals and collect evidence. A consistent audition feedback policy was developed and implemented. 	\$10,000 Beginning Teacher Conference \$51,442 TPL funds

Next steps

- A culture of collaboration and the modelling of effective practice and feedback embedded in order to improve teaching practice and student outcomes.
- Structure for Cross KLA faculty meetings developed and the outcomes of these meetings reported.
- Teachers are provided an opportunity to engage in classroom observation through a voluntary “observe and be observed” program
- An implementation plan by Differentiated Learning Team developed.
- Teachers provided opportunities to engage in TPL around differentiated learning
- ALARM is embedded in faculty plans
- An implementation plan from Assessment and Feedback Team developed including a senior assessment pro-forma being utilised in all faculties
- Full implementation of Sentral for use in on-line roll marking, timetabling, tracking of student wellbeing and reporting systems.
- Incorporating the co-curricular schedule onto the timetable and end of year reports.
- Teaching, learning and venue spaces plan to be ready for implementation.

Strategic Direction 3

Equity

Purpose

To further develop and sustain an inclusive, engaging teaching and learning environment offering support, challenges and opportunities for all our community to be empowered citizens

Overall summary of progress

There was a school wide focus on Positive Education which has enabled us to achieve significant progress in this strategic direction. Through a consistent approach to student wellbeing, coaching, goal setting a further development of a positive learning culture was made. A greater awareness of positive psychology has led to enhanced student wellbeing and improved resilience.

The Literacy and Numeracy Team developed literacy strategies with a focus on sentence structure, spelling and grammar for all students. The team analysed NAPLAN data to enhance, monitor and plan student progress in literacy. This has enabled the school to improve early identification and intervention to provide a more focussed support to individual students.

The school has invested in ICT infrastructure, provided on-going training and support and expanded the "Bring Your Own Device" program to all year groups. This is having a positive impact on the delivery of teaching and learning programs with a greater emphasis on research based projects.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
To develop a wellbeing program that creates a more positive school culture through improved student engagement as measured by Tell Them From Me survey (baseline data to be established in 2015)	<ul style="list-style-type: none"> The positive psychology team increased the awareness of positive psychology in the school community. The Tell Them From Me data was analysed and a baseline established with 73% of students reporting a high positive sense of belonging, 85% of students reporting to have established positive relationships at school and 69% of students reporting they valued school outcomes. There was a greater student involvement in community based projects with regular visits to aged care community centres, soup kitchens and performances at several community events. 	\$2,000 RAM equity funding
To increase the percentage of students in Year 9 who achieve or exceed expected growth in writing results in NAPLAN from 58.5% to 63.5%	<ul style="list-style-type: none"> The Literacy and Numeracy team (LANT) audited current literacy practices and identified writing strategies that were embedded into teaching and learning programs and practices across all KLA's. LANT presented workshops to staff in the use of effective literacy strategies. In 2015 the expected growth in writing results in Year 9 NAPLAN was 70.6%, an increase of 12.1%. 	\$14,000 from TPL funds
Performance in literacy and numeracy for equity groups is comparable to the performance of all students	<ul style="list-style-type: none"> All students in equity groups have ILP's with literacy and numeracy strategies developed. The performance in literacy for equity groups was comparable to the performance of all students in grammar, spelling and writing. The performance in numeracy of 50% of Aboriginal students was comparable to the performance of all students. 	\$12,100 RAM equity funding

Next steps

- A Goal Setting program to be implemented for Year 9 and 10 students in order to further enhance student engagement.
- Year 9 and 10 students to set, monitor and review their goals in 2016.
- Tell Them From Me survey to be administered to measure student engagement.
- Well-being team members to undertake coaching training.
- Faculties have designed, implemented and reviewed a faculty plan with a strategic direction aimed at improving writing skills
- Performance in literacy and numeracy for equity groups is comparable to the performance of all students with explicit targets in each student's ILP incorporated.
- All students on ILPs including indigenous students as well as those below minimum standards to receive learning support to meet their literacy and numeracy goals.
- The school to establish consistency in hardware access across all learning spaces.
- All teaching and learning spaces to have access to wireless.
- ICT team to model and share creative ways in which ICT can be used across all faculties
- All staff to actively utilise ICT in teaching and learning.
- Faculties to embed an additional innovative ICT strategy into one program in each stage

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	All aboriginal students have personalised learning plans which were developed with the students to set out their goals for 2015. Students received ongoing learning support throughout the year and at the end of the year the PLP's were reviewed with all students meeting their goals	\$8,703 RAM equity funding
English language proficiency funding	Individual Learning Plans were developed and regularly reviewed for students requiring support in English Language proficiency. They received ongoing learning support and their progress evaluated when meeting with Curriculum Advisers to discuss semester reports	\$716 RAM equity funding
Socio-economic funding	Individual Learning Plans were developed for all targeted students with explicit literacy and numeracy strategies included. They received ongoing learning support throughout the year. BYOD devices were provided. The performance of targeted students was comparable in literacy to the performance of all students.	\$16,800 RAM equity funding
Low level adjustment for disability funding	The Learning Support Teacher provided and arranged ongoing learning support for targeted students, facilitated the modification of tasks and co-ordinated the disability provisions program. Additional counsellor support was provided.	\$111,468 RAM equity funding
Support for beginning teachers	Beginning Teachers received ongoing support and mentoring throughout the year from their supervisors and a Beginning Teacher Co-ordinator. They participated in an induction program and a two day beginning teachers' conference. Throughout the year they engaged in peer observation, professional learning opportunities and regular professional dialogue with their supervisor and Beginning Teacher Co-ordinator.	\$51,442 GTIL funding

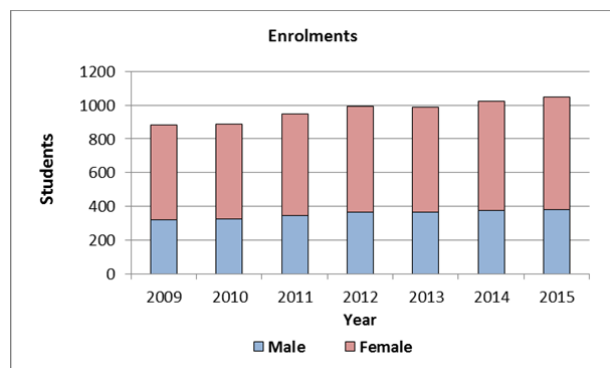
3. Mandatory and optional reporting requirements

Student information

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

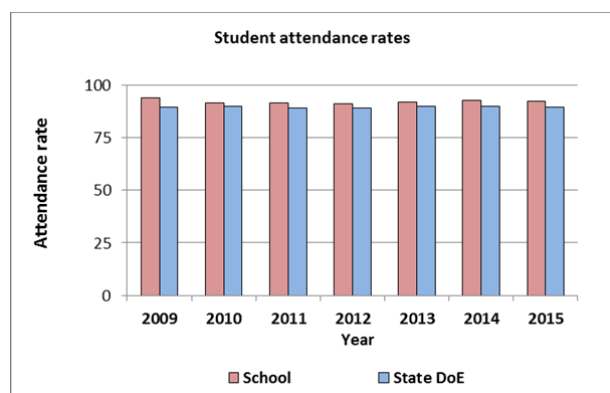
Student enrolment profile

The school has a total enrolment of 1050. Each year auditions take place for Year 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.



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	0	0.6	0
TAFE entry	0	2.4	3
university entry	0	0	80
other	0	0	17

The Graduating Year, 2015 featured 152 students with HSC units attempted ranging from 6 to 14.

Survey results revealed that 80% of students applied for Universities through UAC, while others chose to pursue study through TAFE (3%), smaller private colleges or go directly to fulltime work.

20% of students chose to take a GAP Year deferring their study till 2017, to either work or travel (many opting for volunteering experience).

Areas of study were diverse, reflecting the variety of talents and aspirations of the 2015 cohort. The most popular areas of study included:

- Fine Arts/Design (10%)
- Communications (8%)
- Dramatic Arts/Theatre, Music, Dance (16%)
- Health/Nursing/Sport and Exercise Sciences (6%)
- Science/Mathematics related courses (10%)
- Education (3%)

Popular TAFE/Private College courses included Music Industry related courses, Business, Design, 3-D Animation, Fashion Design, Hospitality, Stage & Lighting and Information Technology.

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, Australian Catholic University, UTS, Melbourne University, VCA, WAPPA, JMC Academy, The National Art School and Notre Dame.

Three students chose to pursue Dance at a tertiary level in the USA and one in New Zealand.

Year 12 students undertaking vocational or trade training

In 2015, 3% of Year 12 students were enrolled in TVET courses at TAFE, in areas such as: Design Fundamentals and Hairdressing, with one student completing a School Based Traineeship in Retail Operations.

Year 12 students attaining HSC or equivalent vocational education qualifications

All Year 12 students successfully completed the HSC.

Workforce Information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	53.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.5
School Administrative & Support Staff	12.5
Total	82.9

No members of the permanent staff identify as aboriginal, however throughout the year a small number of aboriginal casual and volunteer staff worked in a range of capacities across the school.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Newtown High School of the Performing Arts staff in 2015. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

In 2015 there were 260 applications for professional learning activities approved with an average expenditure per staff of \$283. A total school expenditure on teacher professional learning for the year was \$73,500. School Development Day evaluations indicated priorities for ICT in the classroom, positive psychology, evidence based teaching and the professional development framework and these priorities were then addressed.

In 2015 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, professional development framework, positive psychology, Beginning Teachers and ICT.

The Professional Learning team continued to organise School Development Days. Topic areas covered were HSC data analysis, ALARM, Tell Them From Me survey data analysis, Child Protection and Work Health and Safety. Conferences were held for the executive and wellbeing teams. School Project Coordinator roles were created to

build staff capacity, whereby, key priorities such as Positive Psychology and Innovate School Structures and Practices were achieved.

38 staff members were supported throughout the year in maintaining their accreditation at the Proficient teacher level.

A Beginning and New Teacher team continued to support all beginning teachers in adjusting to their new roles as teachers. Funds provided were used to give relief time, mentoring, and professional development. The staff induction program again included a performing arts orientation day. All new scheme teachers attended regular meetings, and successfully completed their accreditation portfolios.

Financial information

Financial summary

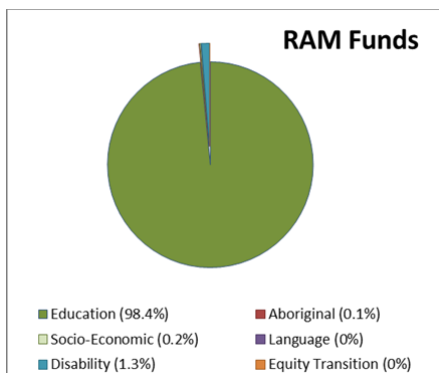
The information provided in the Financial summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

	2015 Actual (\$)
Opening Balance	2,104,609
Revenue	10,846,013
Appropriation	9,118,962
Sale of Goods and Services	148,038
Grants and Contributions	1,519,721
Investment Income	59,292
Gain and loss	-
Other Revenue	-
Expenses	(10,468,324)
Recurrent Expenses	
Employee Related	(8,796,327)
Operating Expenses	(1,671,997)
Capital Expenses	
Employee Related	-
Operating Expenses	-
Surplus/Deficit for the Year	377,689
Balance Carried Forward	2,482,298

Year Ended 31 December 2015

Funds received through the RAM

Component	RAM
Base	8,590,413
Location	-
Other Base	8,590,413
Equity	137,687
Aboriginal	8,703
Socio-Economic	16,800
Language	716
Disability	111,468
Equity Transition	-
Targeted Total	25,554
Other Total	59,298
Total	8,812,952



The RAM (Resource Allocation Model) data is the main component of the "Appropriation" section of the Financial summary above. A full copy of the school's 2015 financial statement is tabled each year. Further details concerning the statement can be obtained by contacting the school.

School performance

HSC

Our HSC class of 2015 has once again continued the trend of outstanding HSC results seen at Newtown High School of the Performing Arts over recent years. Congratulations to the students, teachers and families whose achievements include:

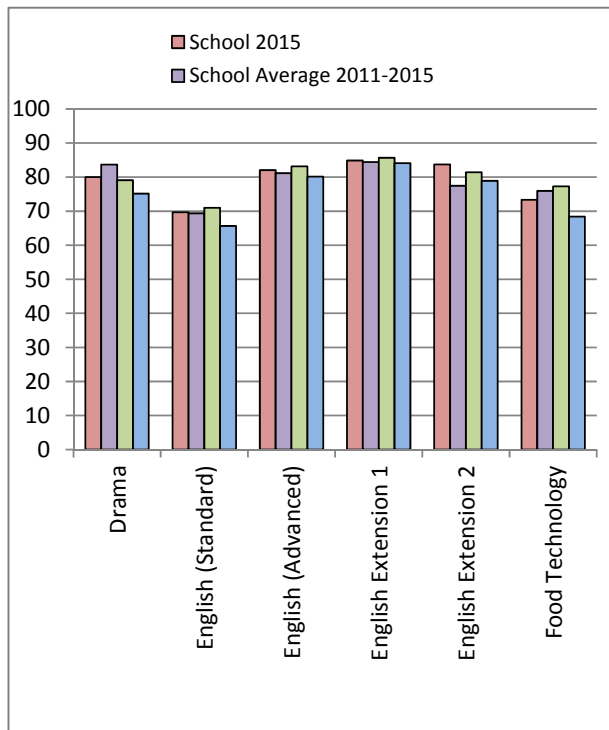
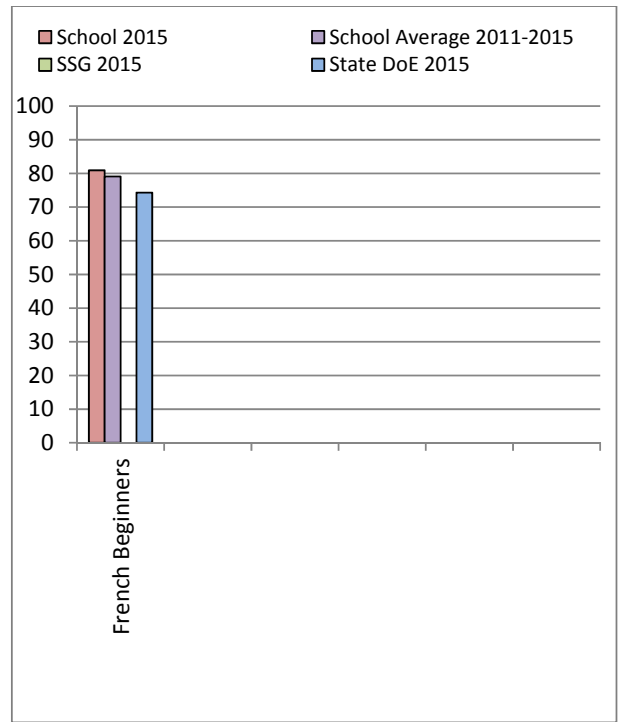
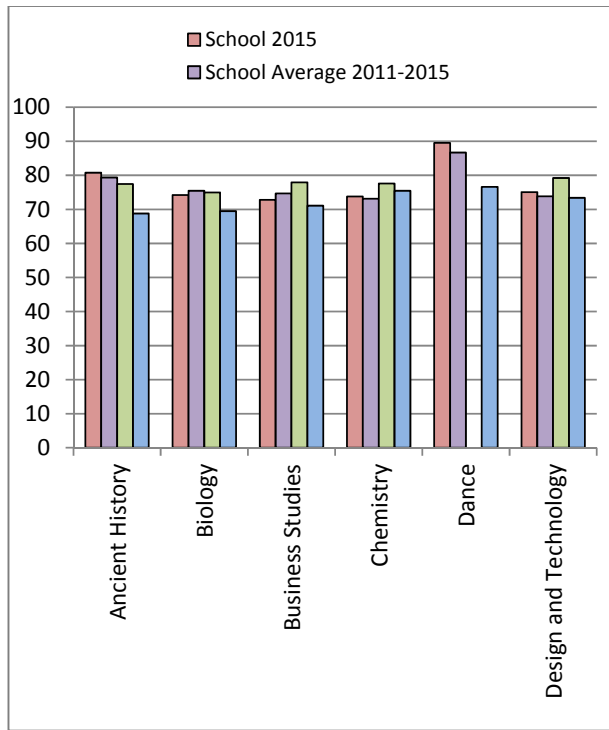
- Students of Ancient History achieved an average of 80%, 8.9 marks greater than the state mean with 21% of students receiving band 6 (over 90 marks) which is almost 3 times the state rate, and 58% receiving 80 or more compared to 32% state-wide
- 39% of students in Biology achieved 80 or more, compared to 28% state-wide
- In Dance, our students achieved a remarkable 11.9 marks above state average, 49% received 90 plus (up from 39% in 2014, 30% in 2013 and 20% in 2012) compared to 12% state-wide, and 95% in the top 2 bands compared to 45% state-wide
- We saw pleasing improvement in Design and Technology with students scoring an average of 74%, up 4% from last year
- In Drama, 57% of students received 80+ compared to 42% state-wide
- Our English Standard results were 2% above state average with 11% of students in the top two bands compared to 8% state-wide and up from 8% in 2014
- English Advanced results saw an average of 82% with 64% of students receiving marks over 80 compared to 58% state-wide
- With an average mark of 42/50 our Extension 1 English results saw 100% of students in the top 2 bands
- 100% of Extension 2 English students received marks in the top 2 bands compared to 82% statewide achieving an average of 42/50.

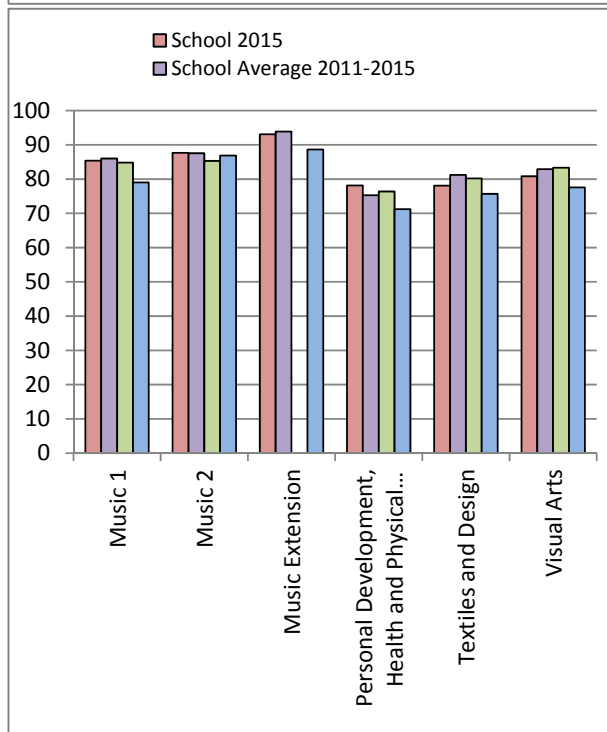
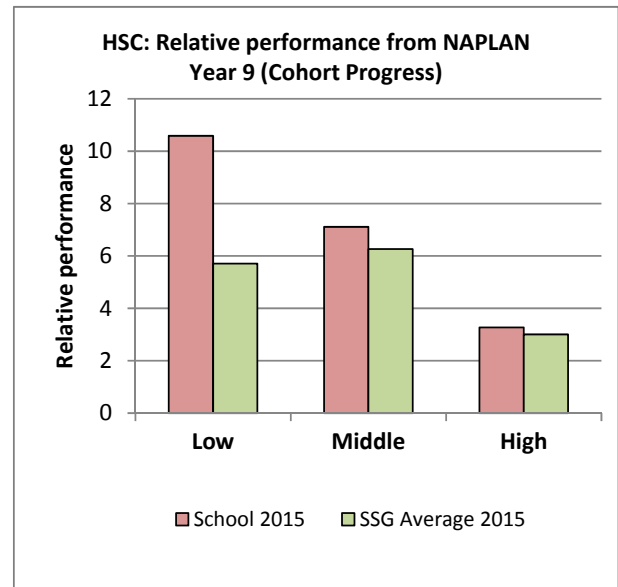
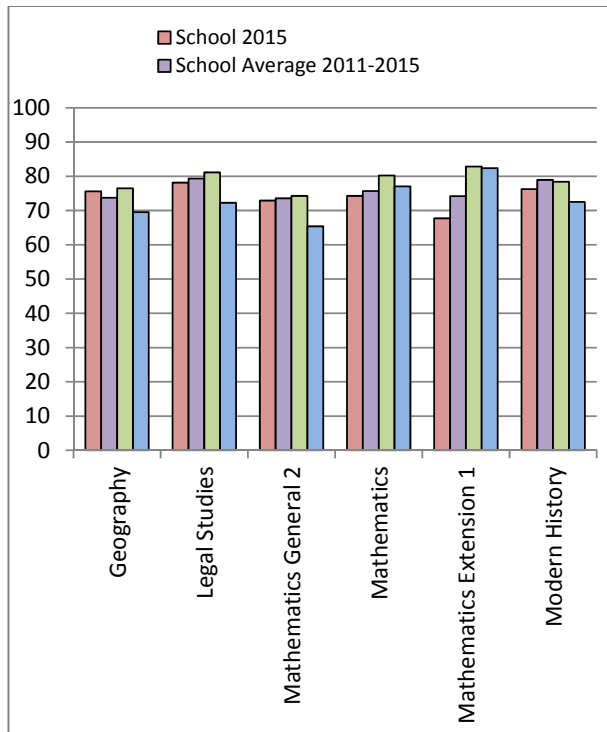
- In Food Technology, 39% of our students achieved a mark of 80+ compared to 28% state-wide
- With an average mark of 75%, Geography results showed 47% of students in the top 2 bands compared to 41% state-wide
- With an average mark 3 above the state, 21% of Legal Studies students achieved 90+ marks compared to 11% of the state
- With an average 4 above the state, General Maths continued the great improvement of recent years with this year 33% achieving 80+ compared to 25% of the state and 28% in 2014.
- In Maths 2 unit, our students achieved an average result of 74% with 45% of students scoring in the top 2 bands, up from 38% in 2014
- In Modern History, 41% of our students achieved a mark of 80+ and an average of 76%
- 100% of our History Extension students achieved marks in the top 2 bands, with an average of 40/50
- Music 1 results were excellent this year with an average of 85% (5% above state average), 84% in the top 2 bands (compared to 62% of the state)
- Our Music 2 results were equally impressive with an average of 87, and 95% of students gaining marks of 80 or more
- Music Extension results were again excellent with an average of 46/50 and 100% in the top 2 bands
- Our PDHPE results, continued the outstanding improvement of recent years with 5 marks above state average, 16% achieved band 6 (compared to 9% state-wide) and 47% in the top 2 bands up from 32% last year and compared to 30% state-wide
- With an average mark of 78, 44% of our Textiles and Design students achieved marks of 80+
- With an average of 80, 62% of our Visual Arts students gained marks in the top 2 bands compared to 53% state-wide
- French Beginners students achieved very pleasing results with an average of 81% (5 above state average), and 54% scored 80+ compared to 49% state-wide and 40% in 2014

So, once again our students have achieved results with which we can feel very proud. This is further evidenced by the following successes:

- Eliza Cooper was awarded 100% in Dance and officially placed 2nd in the State
- Eliza Pall scored 98% in Music 1, placing her 8th in the state
- 64 students were placed on the NSW Distinguished Achievers list for receiving 90+ in at least one course.
- an impressive 37 students (up from 33 in 2014) achieved marks of 80 or more in 10 or more units

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





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

The graph below reflects value added data above SSG in all three categories. It should be noted 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 low performance band with the school achieving two times the growth of the similar school group.

NAPLAN

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school. This occurred through discussions at P&C, staff, team, faculty and form meetings, parent-teacher nights, and the Tell Them From Me survey. Their responses are presented below:

Overall parents, teachers and students were very supportive of the school.

The Tell Them From Me survey reflected that most parents felt welcome and considered the school to be a safe place and the school supported positive behaviour.

Teachers reflected that the school provides an inclusive and collaborative learning environment.

Students reflected that they have a high sense of belonging and had established positive relationships which encouraged them to make positive choices. Most students value school outcomes and believe they will have a strong bearing on their future.

Policy requirements

Aboriginal education

The school continued to support Aboriginal students, to raise awareness of Aboriginal culture and to develop resources to support Aboriginal perspectives across all KLA's.

Every indigenous student at the school had a personalised learning plan developed to identify and better meet their learning needs.

In 2015 the school celebrated NAIDOC week with Year 8 lessons in all subjects having an Aboriginal theme.

Harley Mann of Year 11 was presented with a "Deadly Kids" Award. Maddison Paluch and Emma Clancy were selected to be members of the NSW Public Schools Aboriginal Dance Ensemble. They performed at various events, including the School's Spectacular. Six of our indigenous students were members of the co-curricular companies and ensembles and had the opportunity to perform at the Showcase concerts.

Multicultural Education and Anti-racism

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

The "World Earth Festival" was again held in 2015.

This whole school event was designed, in part, to celebrate multiculturalism in Australia.

In his role as Anti-Racism Contact Officer, Brenton Fletcher continues to provide timely and professional responses to complaints regarding racism.