

Hunter School of Performing Arts Annual Report



2018



8819

Introduction

The Annual Report for 2018 is provided to the community of Hunter School of the Performing Arts as an account of the school's operations and achievements throughout the year.

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

Joanne Gray

Principal

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School background

School vision statement

Hunter School of the Performing Arts provides a creative learning environment where excellence is nurtured to enable all students to perform at their best.

School context

Hunter School of the Performing Arts is a community school (Years 3–12) which offers a comprehensive curriculum with a performing arts speciality.

The school has an enrolment of 1170 students across Years 3–12 including 43 Aboriginal or Torres Strait Islander students. Students are enrolled from the Hunter Region, Central Coast, Port Stephens and beyond. The school caters for a wide range of student abilities with a strong emphasis of students' interests and skills in dance, music and drama. The school is unique being the only public school in NSW where entry is gained through an audition process.

The key initiatives and programs in the school focus on student well-being and values education, quality teaching and learning and teacher accountability through structured professional development.

Hunter School of the Performing Arts works closely with Merewether High as a local management group and has links with The Newcastle University Conservatorium of Music, the National Institute of Dramatic Art and Civic Theatre Newcastle.

Students at the school are supported by a staff of 80 teachers and 20 support and administrative officers.

The school community believes that the school should provide freedom and support for individuals to make responsible choices and that the school will provide a quality learning environment that promotes and develops future-focused learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of the external validation process indicated that the independent panel's assessment of the considerable evidence provided either matched or exceeded the school's self-assessment rating in every area.. This was very pleasing considering the highly successful nature of HSPA and the substantial amount of time taken by executive staff to prepare submission. In the domain of Learning, Wellbeing, Curriculum and Assessment were assessed as sustaining and growing; Reporting as 'excelling'; and Student Performance Measures as 'delivering'. In the domain of Teaching, Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development were all assessed as 'sustaining and growing'. In the Leading Domain, School planning, implementation and reporting was assessed as 'sustaining and growing'; Educational leadership, School resources and Management practices and processes were all assessed as 'excelling'.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The following was the school's response to the external validation around next steps in the self-assessment process: *"HSPA recognises that we have work to do to ensure we are continually improving in all areas of educational delivery. The process of self assessment has highlighted areas for further energy and explicit improvement measures. Our School Plan addresses these areas and the school plan teams are currently meeting our milestones in developing consistent practice across the school for each of the 'What Works Best' areas. Next steps are outlined through our milestone document for improvement in the areas of teaching and learning. Our challenge will be to ensure that all staff are following the recommendations made by each team and are accountable for their implementation of these recommendations. We need to focus on consistent, formal evaluative practice in all areas. The self assessment has also highlighted administrative areas for growth and the school senior*

executive are working to enhance delivery in all areas with a focus on moving our current sustaining and growing leadership practices to excelling in those areas. We will continue to strive for improvement in all that we do, encouraging and leading our staff to strive for continual improvement."

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To strengthen the school's dynamic and creative learning environment across the school through outstanding pedagogy, resulting in high levels of student engagement and achievement.

Overall summary of progress

The overarching driving goal for 2018 was to develop every teacher's knowledge, skills and understanding around teaching and learning best practice, and the strategies common to high performing schools.. One of the strongest indicators of progress with this Strategic Direction has been the deeper understanding of the language around 'what works best' by staff in terms of improving student outcomes. Staff now have a detailed working knowledge of best practice around **High Expectations** and **Explicit Teaching**. Led by several executive staff, the High Expectations and Explicit Teaching teams:

- Completed an analysis of the relevant sections of an HSPA staff survey and then presented the findings/insights to staff (Term 1). This was to gain baseline data around staff understanding;
- Reviewed latest research around their focus area, and presented their summary findings to staff;
- Developed and workshopped specific goals and accountability measures for 2019–2020;
- These goals were then included in HSPA's companion publication to the school plan, '*Our Plan To Improve Outcomes For Every Student 2019–2020.*'
- A student–friendly poster was produced for every classroom that featured key concepts from the aforementioned publication. This was done to help spark learning conversations between students and teachers and facilitate a common language and expectation around improvement and goal setting.
- In addition to this, considerable work was done around developing effective assessment rubrics on Canvas by the Explicit Teaching Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High Expectations All teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to High Expectations, with a particular focus on differentiation and what works best within the HSPA context.	1) Analysis of a staff survey, findings presented to staff. 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) High Expectations page completed. 4) Effective Learning poster completed.
Explicit Teaching All teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to Explicit Teaching, with a particular focus what works best within the HSPA context.	1) Analysis of a staff survey, findings presented to staff 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) Explicit Teaching page completed 4) Effective Learning poster completed.

Next Steps

A range of transparent accountability measures and administrative systems have been put in place for 2019 to ensure that the agreed changes in practice move from good intentions to implementation. These include: scheduled whole staff

meetings twice or thrice termly; executive to report on their faculty's progress at exec meetings (twice each term); negotiated 'What Works Best' areas to form part of lesson observations; each faculty to discuss a 'What Works Best' focus area at every faculty meeting; senior executives to visit at least one lesson from every teacher throughout the year. Specific measures related to High Expectations and Explicit Teaching over 2019–2020 include:

- A repository of exemplar work samples in Canvas
- Faculty time given to develop performance benchmarks for assessment tasks
- Teaching and learning program registrations show evidence of differentiation
- Evidence of differentiation in programs
- Audits of Canvas mandatory requirements

Strategic Direction 2

Quality Systems

Purpose

To strengthen school systems and methods of communication to ensure quality of teaching and learning leads to improved outcomes for all students.

Overall summary of progress

One of the strongest indicators of progress with this Strategic Direction has been the deeper understanding of the language around 'what works best' by staff in terms of improving student outcomes. Staff now have a detailed working knowledge of best practice around **Effective Feedback** and **Data Use**. See *Strategic Direction 1 overall summary for details*. In addition:

- The Effective Feedback team ran a workshop for all staff at a Staff Development Day which provided a range of tools for classroom implementation.
- The Literacy and Numeracy teams conducted a thorough analysis of specific areas for improvement in each cohort from Year 3 to 12, producing a useful one-page summary for staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective Feedback Student feedback is personalised and comprehensive, providing detailed and clear information about next steps for improvement.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to Effective Feedback, with a particular focus what works best within the HSPA context.	1) Analysis of a staff survey, findings presented to staff 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) Effective Feedback page completed 4) Effective Learning poster completed.
Use of Data To Inform Practice <ul style="list-style-type: none">• Students' academic growth from Year 9 NAPLAN scores to HSC results exceeds state growth in each subject (upper two bands focus).• The percentage of students in the top two NAPLAN bands in reading, writing and numeracy exceeds the percentage for statistically similar schools.• Value-added growth is assessed as Sustaining and Growing across Years 3–5, 5–7, 7–9 and 9–12.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to Literacy and Numeracy (Data) with a particular focus on what works best within the HSPA context.	1) Analysis of a staff survey, findings presented to staff 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) Literacy and Numeracy page completed 4) Effective Learning poster completed. 5) Analysis of relevant NAPLAN, VALID and Scout data

Next Steps

A range of transparent accountability measures and administrative systems have been put in place for 2019 to ensure that the agreed changes in practice move from good intentions to implementation. See above for details. Specific measures related to Effective Feedback and Use of Data over 2019–2020 include:

- Records of effective feedback given such as marker feedback summaries; verbal feedback reflection prior to mark being given; check of Canvas online feedback, quizzes and programs
- Staff complete Growth Mindset course
- Poster in classrooms showing effective feedback language

- Effective Feedback professional learning for staff
- Teachers allocated time to analyse data, map students on the progressions and embed explicit, targeted and KLA appropriate literacy and numeracy improvement activities
- Students are allocated lesson time to read and comprehend to improve their literacy and numeracy skills
- Collaborative focus on the use of literacy and/or numeracy strategies, and investigates progress made by students in these areas
- Evidence in teachers' registered programs and student workbooks

Strategic Direction 3

Quality Relationships

Purpose

To create a learning environment supported by positive, respectful relationships are evident and where student and staff wellbeing is promoted to ensure optimum teaching and learning conditions.

Overall summary of progress

One of the strongest indicators of progress with this Strategic Direction has been the deeper understanding of the language around 'what works best' by staff in terms of improving student outcomes. Staff now have a detailed working knowledge of best practice around **Classroom Management, Wellbeing and Collaboration**. See *Strategic Direction 2 overall summary for details*. Promoting a culture of collaboration in the school saw Tell Them From Me data indicate that 52% of students use collaborative learning to problem solve almost every day or even more frequently. In addition:

- The Classroom Management and Wellbeing teams used Sentral and Tell Them From Me data to analyse trends and identify areas of strength and improvement. Their analysis and insights were presented at a Staff Development Day which helped inform the development of specific goals for 2019–2020. Each faculty considered which aspects particularly resonated with the the skills and knowledge students required in their courses.
- The Collaboration team began to consider possibilities around cross faculty programming, and using primary teacher expertise in the secondary school, and vice versa. This is likely to become a focus in 2020,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom Management: All learning environments are well managed within a consistent, school-wide approach.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to Classroom Management with a particular focus on what works best within the HSPA context. PL funds???	1) Analysis of a staff survey, findings presented to staff 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) Classroom Management page completed 4) Effective Learning poster completed.
Wellbeing: The school has implemented evidence-based whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to Wellbeing with a particular focus on what works best within the HSPA context.	1) Analysis of a staff survey, findings presented to staff 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) Wellbeing pages completed 4) Effective Learning poster completed.
Collaboration: All staff develop new knowledge and skills through meaningful engagement in the school's coordinated and targeted professional learning program.	Regular whole staff meetings, executive and faculty time were dedicated to researching, reviewing and discussing best practice related to Collaboration with a particular focus on what works best within the HSPA context. \$16000.00– Collaborative	1) Analysis of a staff survey, findings presented to staff 2) Latest research reviewed, distilled and presented to staff with specific goals. 3) Collaboration page completed 4) Effective Learning poster completed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Collaboration: All staff develop new knowledge and skills through meaningful engagement in the school's coordinated and targeted professional learning program.</p>	<p>Teaching Experiences. This included 7 teachers participating in full Quality Teaching Rounds at a cost of \$7750.00 with the remainder used to support the P3 Program.</p>	<p>1) Analysis of a staff survey, findings presented to staff</p> <p>2) Latest research reviewed, distilled and presented to staff with specific goals.</p> <p>3) Collaboration page completed</p> <p>4) Effective Learning poster completed.</p>

Next Steps

A range of transparent accountability measures and administrative systems have been put in place for 2019 to ensure that the agreed changes in practice move from good intentions to implementation. See above for details. Specific measures related to Classroom Management, Wellbeing and Collaboration over 2019–2020 include:

- Staff are reminded early in the year about applying the school's Discipline Policy with flow charts displayed in staffrooms
- Teachers record both positive and negative notifications in Sentral.
- 'Pocket positives' to be introduced and used at times throughout the year to promote and reward positive behaviour
- Greater use of data to inform planning such as Tell Them From Me, Sentral, Scout data
- Faculty and whole staff meetings include a focus on student wellbeing
- Program checks and or collegial discussions for student voice/feedback opportunities
- P3 process tightened; lessons documented and collected and include an explicit whole school strategy
- Authors and contributors are acknowledged in programs, cover pages; curriculum collaborations are noted in faculty minutes
- Tell Them From Me survey results reflect high collaboration levels between both staff and students
- Staff peer review other faculties' scope and sequences to identify areas of integration
- TPL funding records indicate time allocated specifically to collaboration tasks

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$33,153.32	<p>A Community Liason Officer (Aboriginal) continued to be employed one day per week to support Aboriginal students and their families, in coloboration with Murrook Cultural Centre. As well as this, an Aboriginal Worker was employed one day per week for two terms to support cultural knowledge particularly in dance for students as well as acting as a mentor for targeted male students.</p> <p>A tutor was employed for the equivalent of 2 days per week to assist students in developing literacy and numeracy skills and to work on specific subjects as well as study skills and time management.</p> <p>The Junior AECG continued to run and updated their training with the local AECG members.. One of its successes was the planning and running of NAIDOC week celebrations at the school.</p> <p>The Millabah Cultural reconciliation ensemble was supported in providing workshops to schools across the region and in their participation in Starstruck.</p> <p>The annual school Yarn Up was once again successful with high attendance from families to complete PLPs.</p> <p>7 Aboriginal students graduated with a HSC. One of these students was offered early entry into 5 different law courses at universities across Australia, deciding to attend UNSW due to attendance and participation in Summer and Winter Schools there over a period of 3 years, supported by the school. Another student has deferred studying Medicine at Sydney University to work on Aboriginal programs in his chosen area of passion. All students are either employed or in further tertiary training.</p>
Low level adjustment for disability	\$72,879.00	<p>Low level adjustment for disability funding has been used to fund 0.7 LAST and additional SLSO support. It has also been used to release teachers for non funded students and purchase learning resources.</p>
Quality Teaching, Successful Students (QTSS)	\$30,089.00	<p>Primary Executive staff were able to spend quality time with their teachers through lesson observations, PDP planning and implementation, and team teaching to effectively work towards and achieve whole school goals of student improvement. Primary Executive staff were also able to better support staff through the implementation of improved data collection and use of data to address individual student needs through classroom programs.</p>
Socio-economic background	\$7,500	<p>Students attending HSPA gain entry for a performing art specialty. Some students need extra support to follow their talent eg.</p>

Socio-economic background	\$7,500	Musicians need instruments and through student support these hire fees can be waived where necessary or where student circumstances might change.
Support for beginning teachers	\$59,319.00	Seven beginning teachers were supported through release and mentor accessibility. They also used professional development courses to assist in the meeting of their developed goals. Two of these teachers gained VET credentials to support their knowledge and understanding of their curriculum areas.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	302	305	300	308
Girls	847	832	844	845

Student attendance profile

School				
Year	2015	2016	2017	2018
3	93.7	97.6	92.6	95.8
4	96.4	93.2	94.5	96
5	94.7	95.7	93.4	93.2
6	95.2	95.1	94.3	93.5
7	94.3	93.8	94.1	91.9
8	93.5	93.2	92.6	90
9	90.8	93.2	91.1	89.8
10	91.3	90.5	90.9	88.8
11	92.2	90.9	90.2	90.9
12	91.2	92.4	91.4	88.5
All Years	92.6	92.7	92.1	90.6
State DoE				
Year	2015	2016	2017	2018
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	91.6	91.6	91.6	90.7

Management of non-attendance

In 2018, the School employed a casual teacher for one day per week to interview identified students identified with attendance concerns. Action taken included phone calls to parents, students placed on attendance

monitoring cards, referrals to the deputy principals with truancy or welfare concerns.

In addition, the School continued to use a range of strategies to manage non-attendance: fortnightly Learning Support Team meetings where students with attendance patterns of concern are identified then interviewed by the Year Advisor, HT Welfare, Head Teacher, Deputy Principal or other relevant personnel; parents/carers of students with <85 attendance are contacted (fortnightly emails or by phone); meetings with parents; referrals to the Department's Home School Liaison Officer and Wellbeing Officer; spot checks of teachers' rolls; emails are sent requesting parental explanation for unexplained absences; parents can see their child's attendance on a daily absence via the Sentral Parent Portal; various welfare strategies such as time out cards, counsellor support and attendance monitoring cards; consequences are given for truancy. In 2018, the School did not need to implement a specific program to improve attendance as attendance rates are generally very good. However, suitable strategies (such as those listed above) were used with pleasing success to help individual students improve their attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	4	3	16
TAFE entry	2	7	17
University Entry	0	0	62
Other	10	3	5
Unknown	0	1	0

The number of students receiving early entry to University was greater than ever before, with up to 30 students receiving various early offers for courses.

Year 12 vocational or trade training

49 students undertook VET course at HSPA across five subjects – Entertainment Industry, Hospitality, Music Industry, Business Services and Assistant Dance Teaching. 35% of Year 12 students included a school-based VET course in their HSC. Six Year 12 students studied VET courses externally in 13 courses. Two students completed School Based Apprenticeships or Traineeships. 6% of Year 12 students completed external VET courses.

Year 12 attaining HSC or equivalent

145 students attained their Higher School Certificate in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	56.78
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	14.19
Other Positions	1

*Full Time Equivalent

Four members of staff at Hunter School of the Performing Arts identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	23

Professional learning and teacher accreditation

Focus on Reading....

The Science and HSIE faculties underwent an intensive review of curriculum, programming, assessment and faculty processes and as a result an action plan was developed to support ongoing improvement within the faculty. During this process, staff, parents and students were consulted for their views on how they would like to see improvement occur. Many of the recommendations have either been implemented or are working towards full implementation.

A significant proportion of Professional Learning funds were targeted towards collaborative teaching and learning experiences focused on Project Based

Learning and the Quality Teaching Framework. The school continued its development of staff skills in differentiation for the classroom and effective assessment practices.

All mandatory training required by the department was completed by staff and included Child Protection Training, CPR, Anaphylaxis and emergency care.

All teaching staff were involved in focus teams related to the school's strategic plan and worked collaboratively around these areas to develop, implement and review programs aimed at meeting the goals of the plan. These included new syllabus implementation, improving literacy and numeracy outcomes, reviewing school procedures, student leadership, exploring opportunities for the development or introduction of new subjects to meet student and community demand, improving outcomes and engagement of boys in the performing arts, technology for student engagement and communication.

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

An allowance was provided for an existing staff member to oversee and support the accreditation processes for proficient teachers. There are currently three teachers working towards higher levels of accreditation within the school.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	968,695
Revenue	12,630,538
Appropriation	11,222,786
Sale of Goods and Services	173,560
Grants and Contributions	1,219,632
Gain and Loss	0
Other Revenue	0
Investment Income	14,560
Expenses	-12,473,203
Recurrent Expenses	-12,473,203
Employee Related	-10,819,475
Operating Expenses	-1,653,729
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	157,335
Balance Carried Forward	1,126,030

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include contributions toward resourcing and upgrading facilities for music students, after the new buildings catered for dance and drama. Funds are also managed for longer term theatre maintenance.

A number of school capital projects were planned in 2018 but were held up in processes beyond the school's control. These funds are committed to be spent on these projects in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	10,204,770
Base Per Capita	221,176
Base Location	0
Other Base	9,983,594
Equity Total	217,259
Equity Aboriginal	30,909
Equity Socio economic	45,109
Equity Language	0
Equity Disability	141,241
Targeted Total	134,570
Other Total	244,421
Grand Total	10,801,020

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

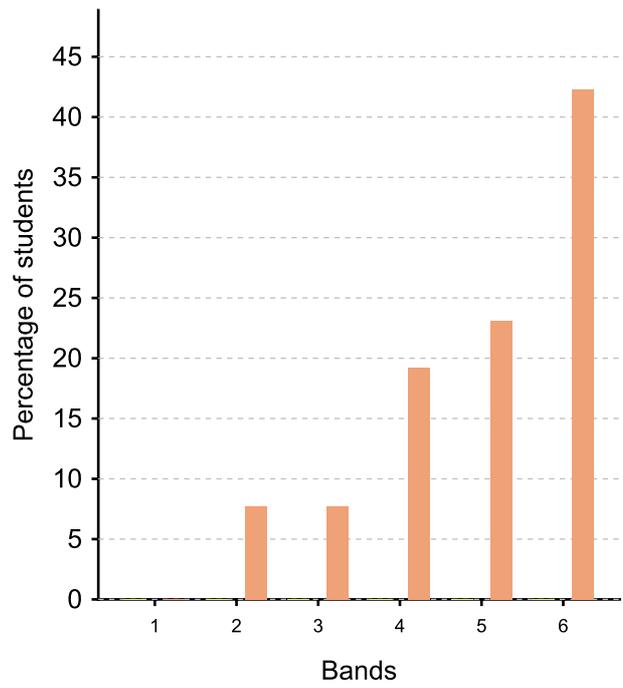
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

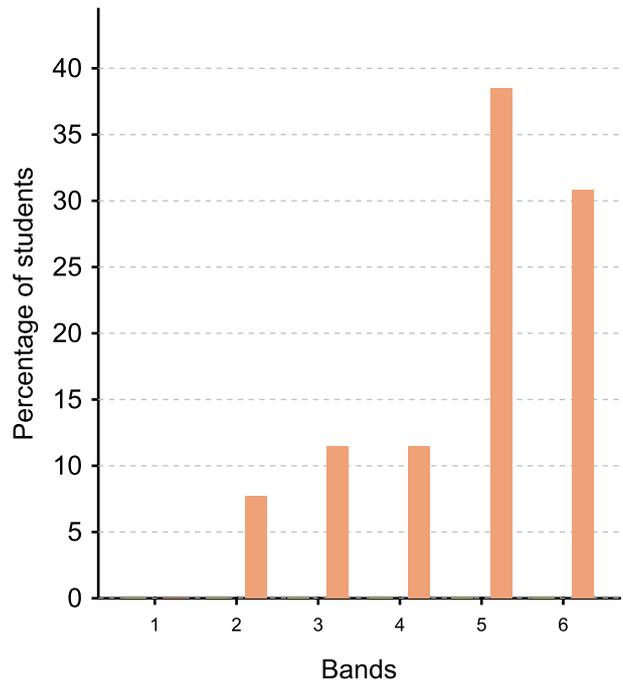
In Year 3,5,7 and 9 Writing, the percentage of students in the top two bands of NAPLAN exceeds that of Department of Education schools. Year 3 in particular shows very strong results with the percentage of students in the top two bands exceeding that of statistically similar school groups(SSSG) by 20%. In Reading in Year 3,5 and 9 the percentage of students in the top two bands exceeds both SSSG and DOE

schools. Year 7 Reading in this category exceeds DOE schools and is on par with SSSG.

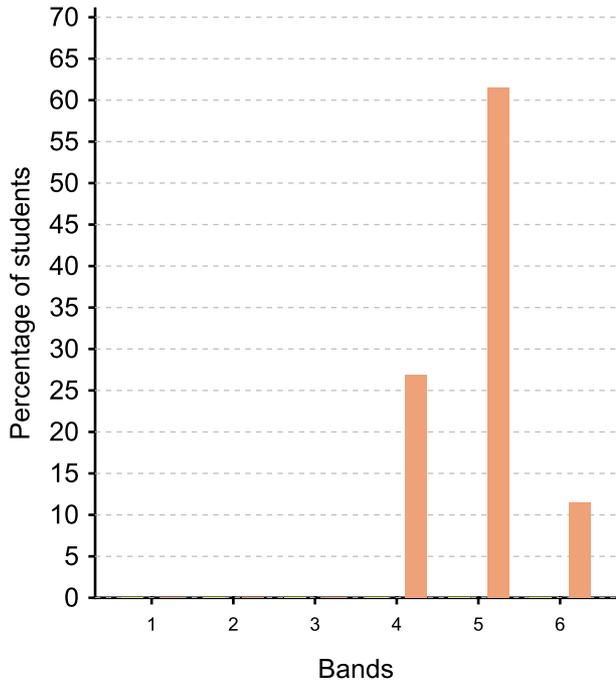
Percentage in bands:
Year 3 Reading



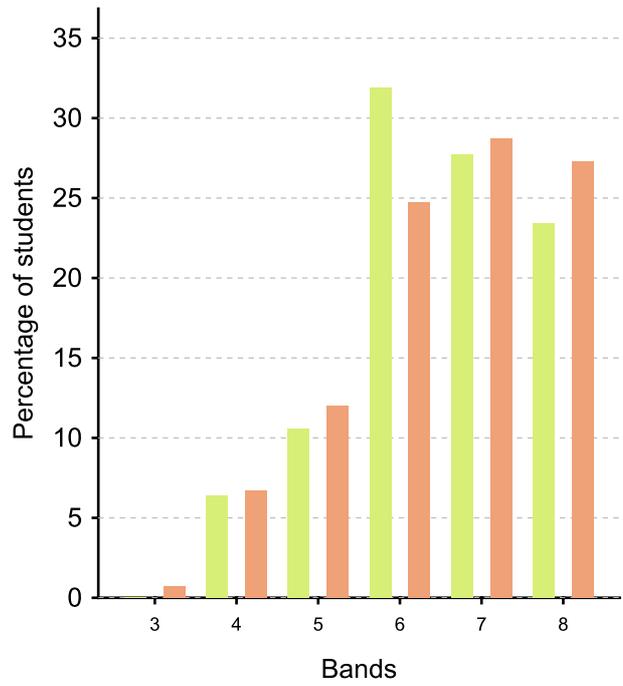
Percentage in bands:
Year 3 Spelling



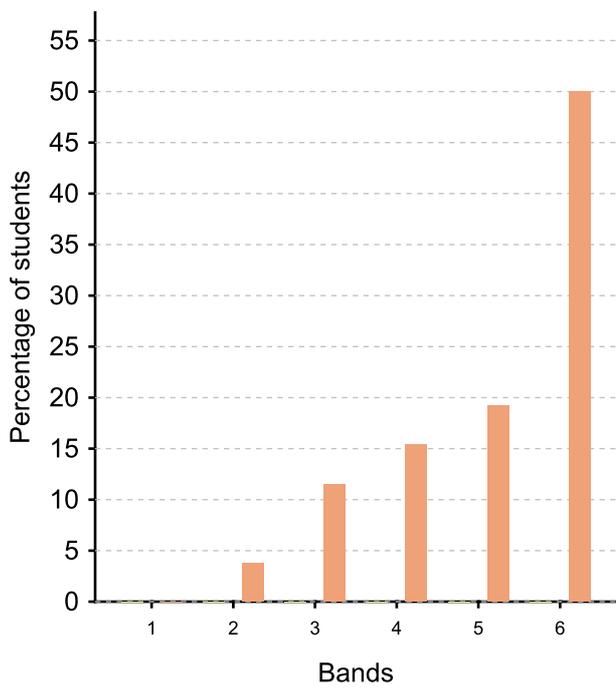
Percentage in bands:
Year 3 Writing



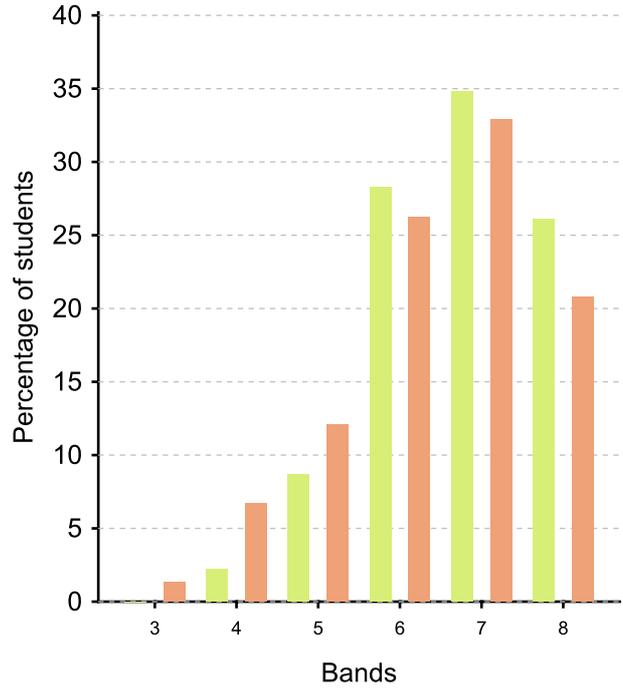
Percentage in bands:
Year 5 Grammar & Punctuation



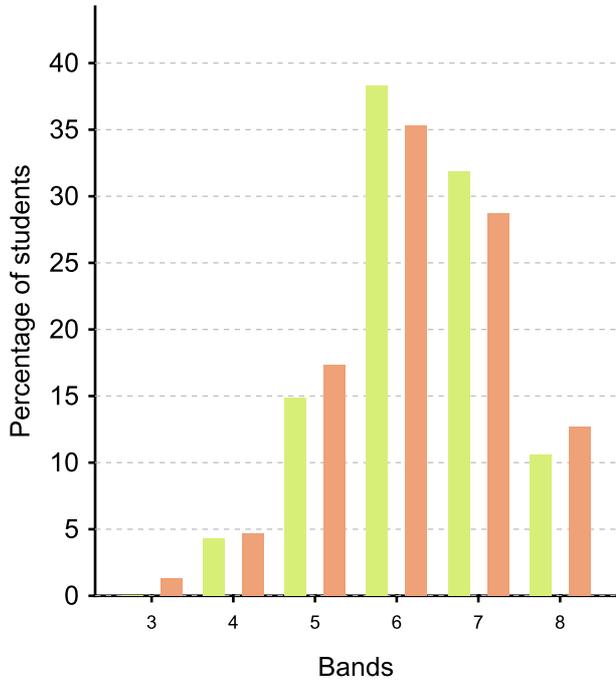
Percentage in bands:
Year 3 Grammar & Punctuation



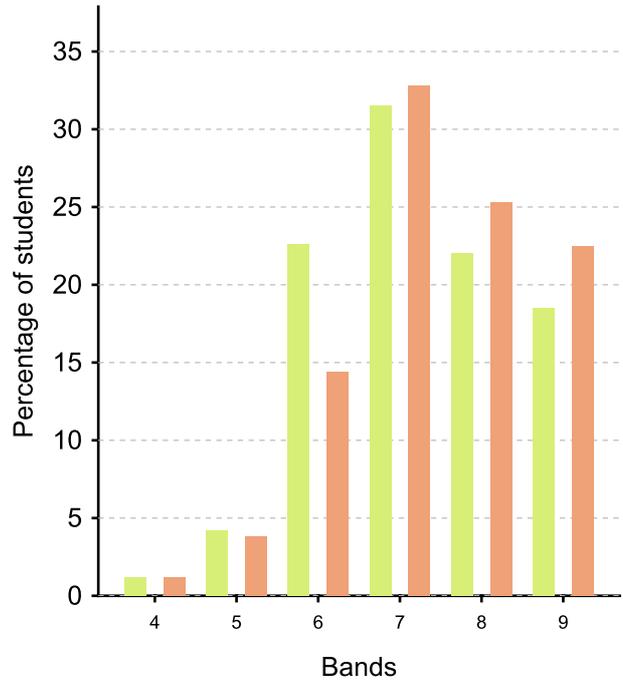
Percentage in bands:
Year 5 Reading



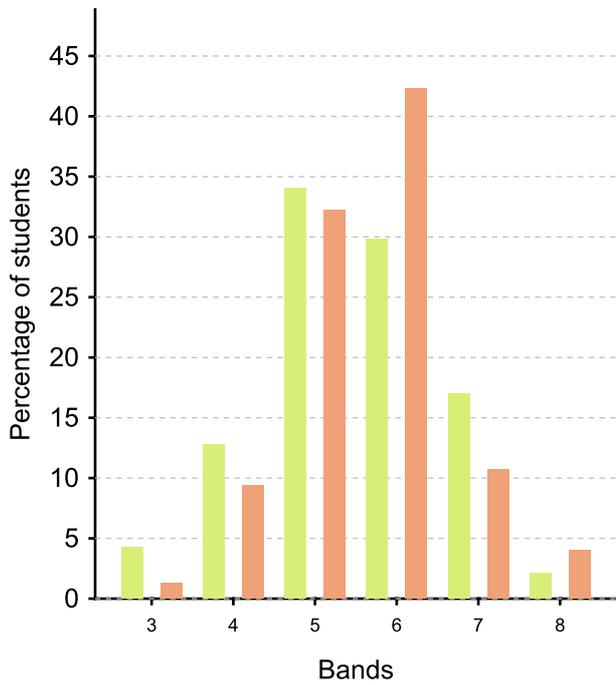
Percentage in bands:
Year 5 Spelling



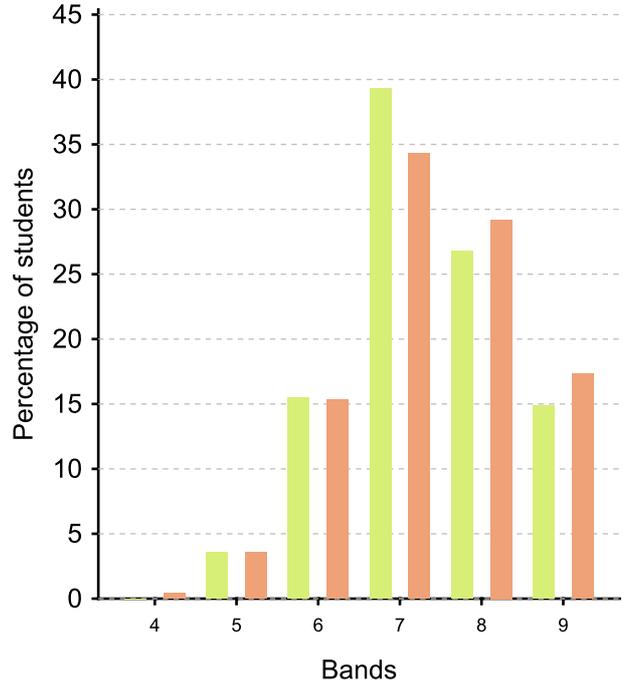
Percentage in bands:
Year 7 Grammar & Punctuation



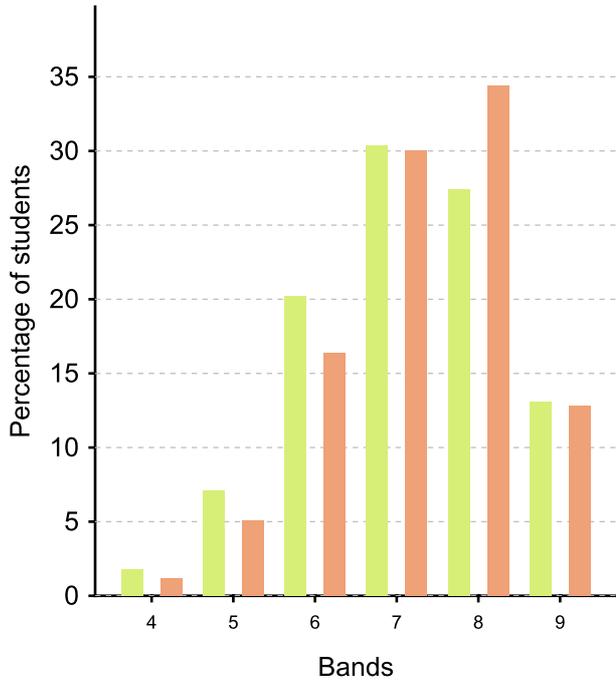
Percentage in bands:
Year 5 Writing



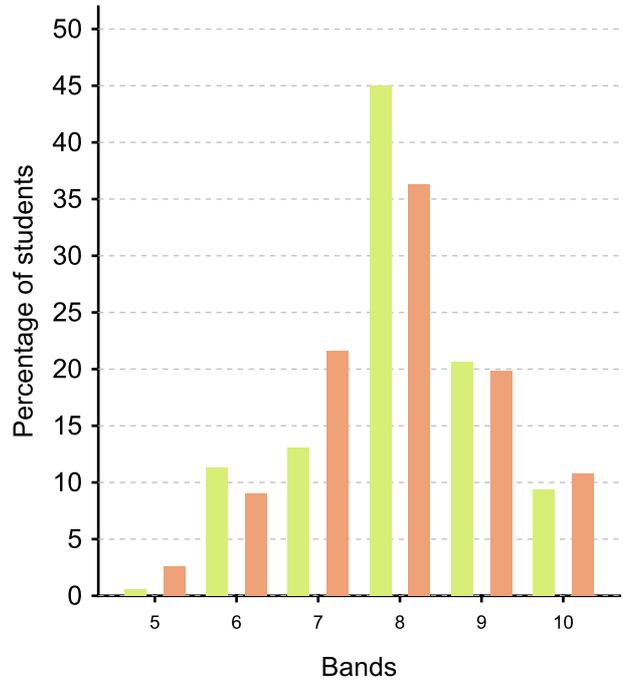
Percentage in bands:
Year 7 Reading



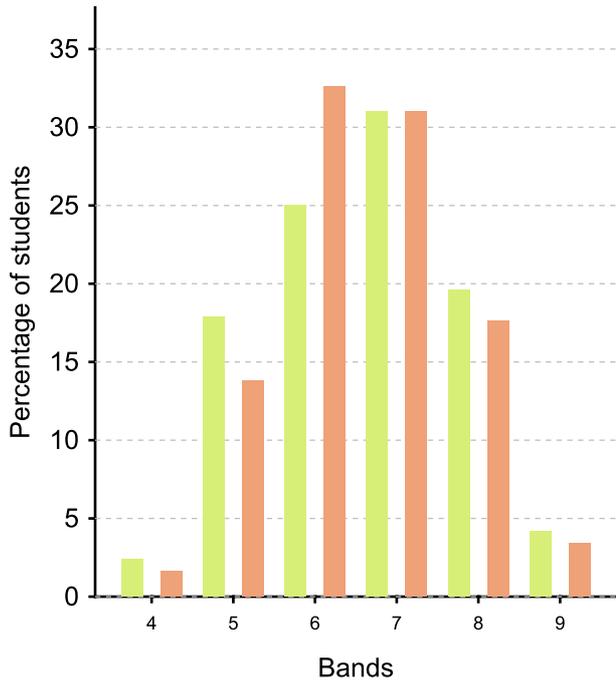
Percentage in bands:
Year 7 Spelling



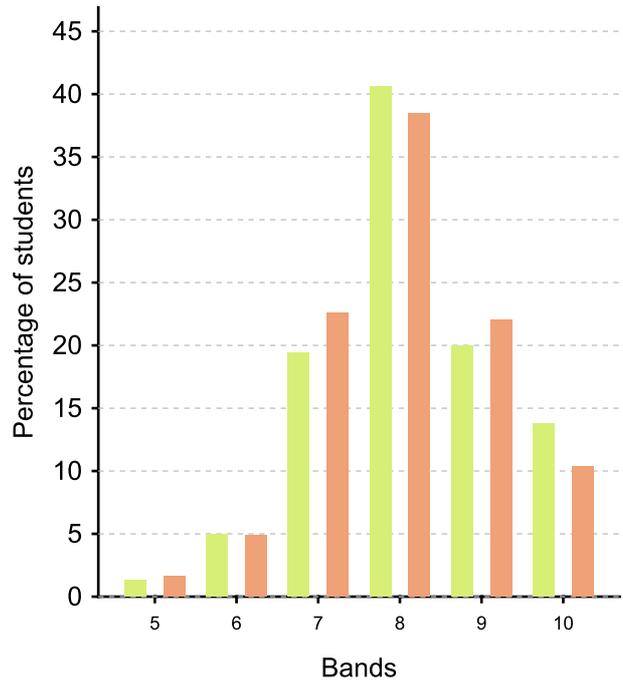
Percentage in bands:
Year 9 Grammar & Punctuation



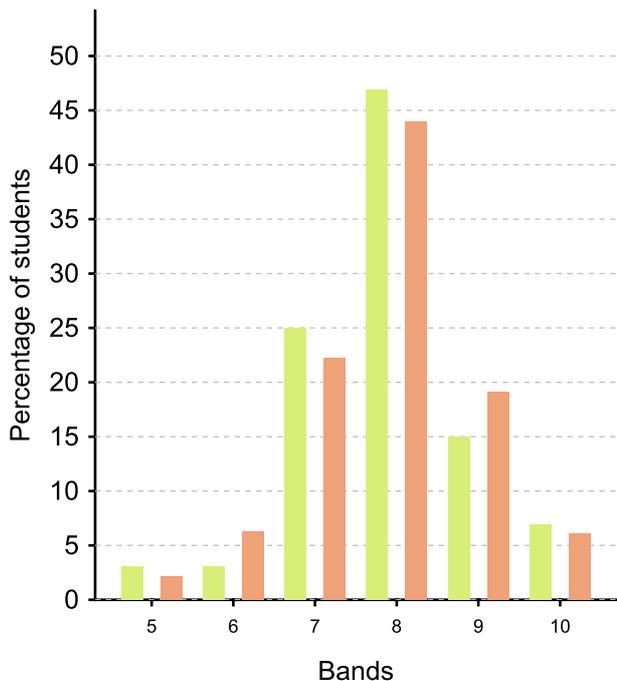
Percentage in bands:
Year 7 Writing



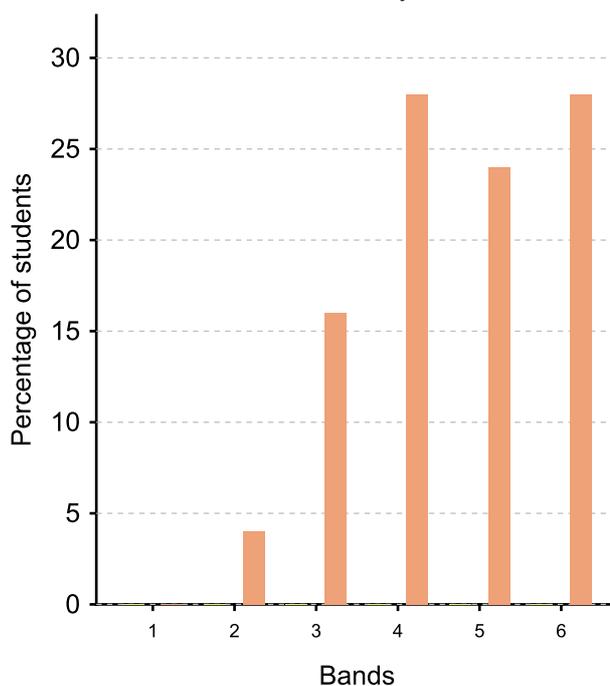
Percentage in bands:
Year 9 Reading



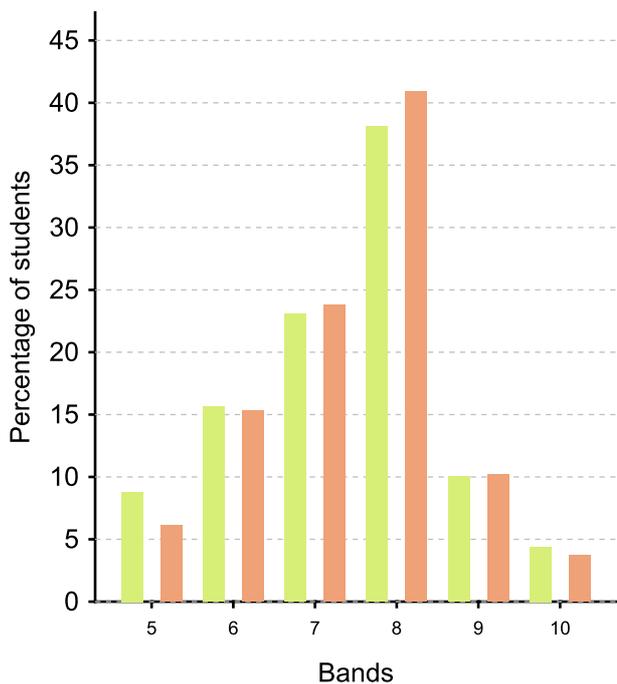
Percentage in bands:
Year 9 Spelling



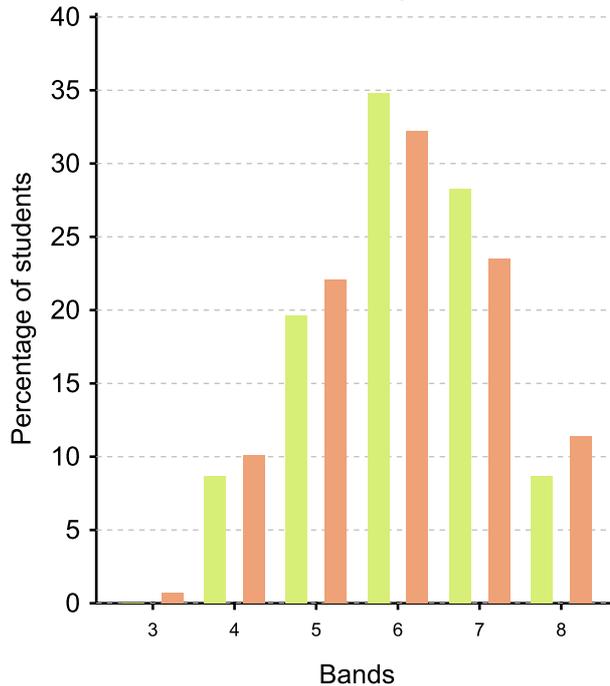
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 9 Writing



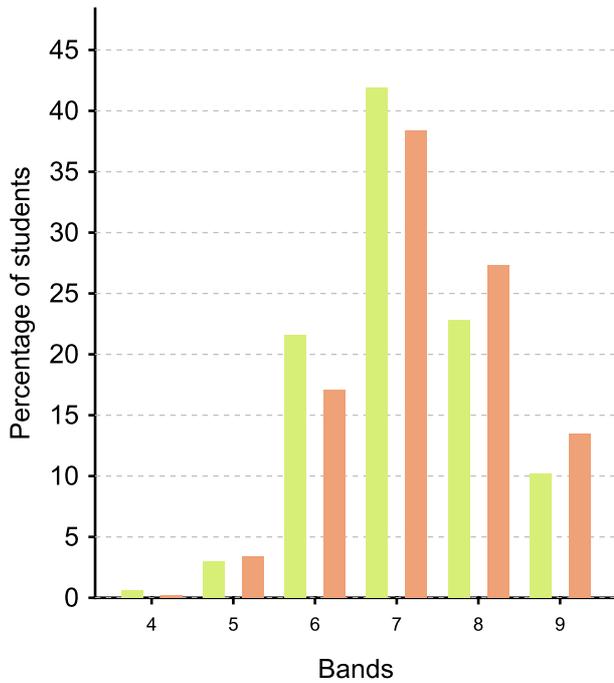
Percentage in bands:
Year 5 Numeracy



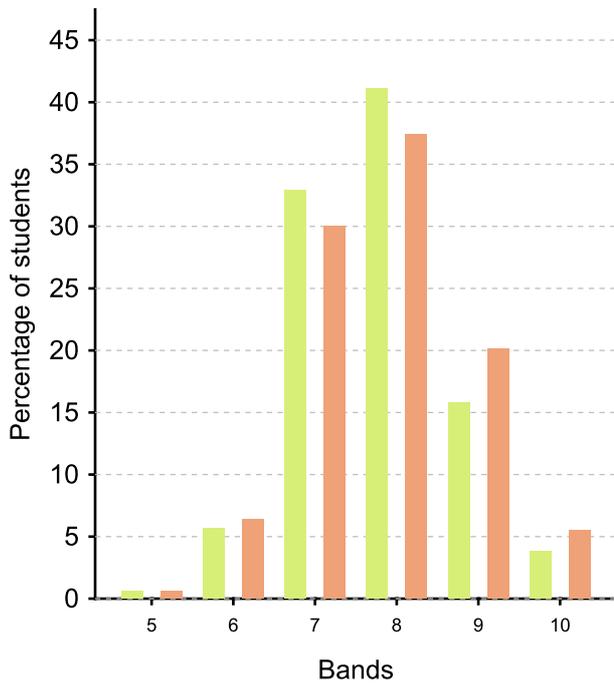
In Year 3, Students in the top two bands exceeds both SSG and DOE schools. On this measure there has been a 5% improvement in year 5 since 2017. In Year 7 the percentage of students in the top two bands exceeds those in DOE schools by 5%.

**Percentage in bands:
Year 7 Numeracy**

Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>



**Percentage in bands:
Year 9 Numeracy**

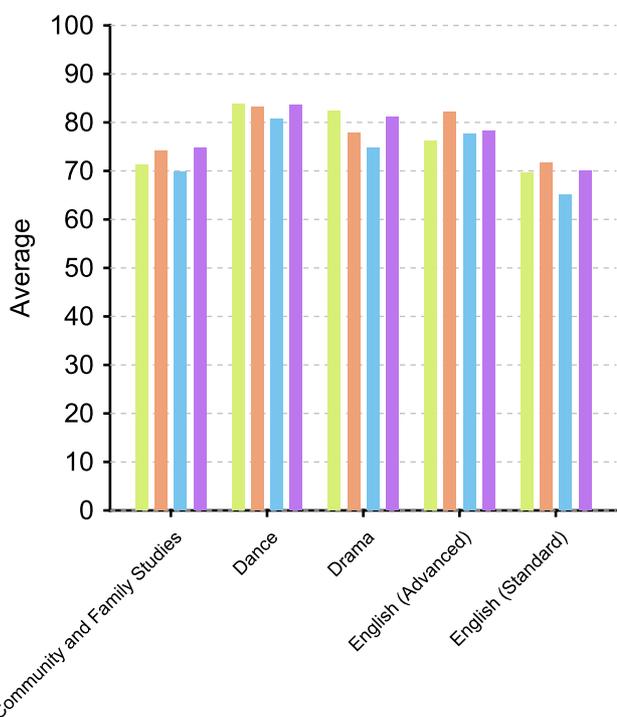
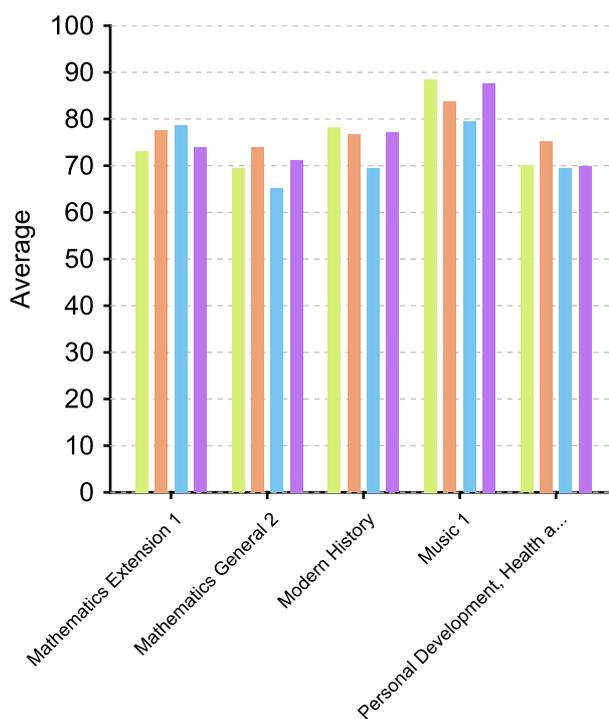
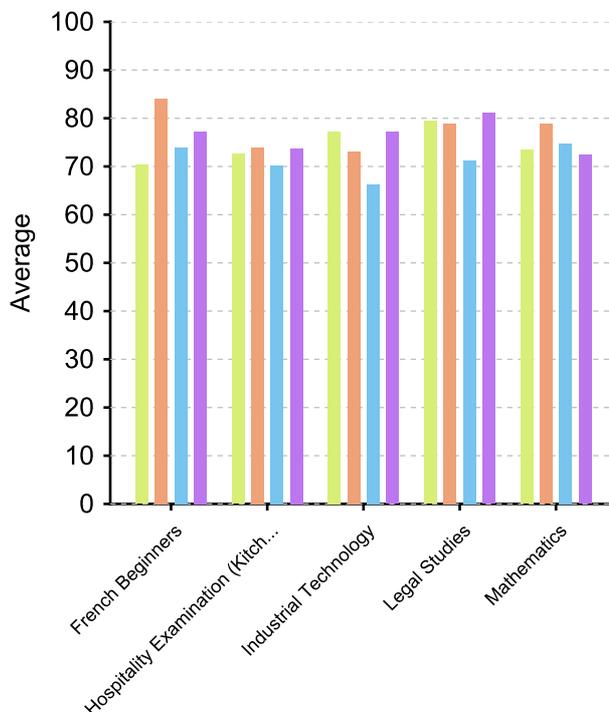
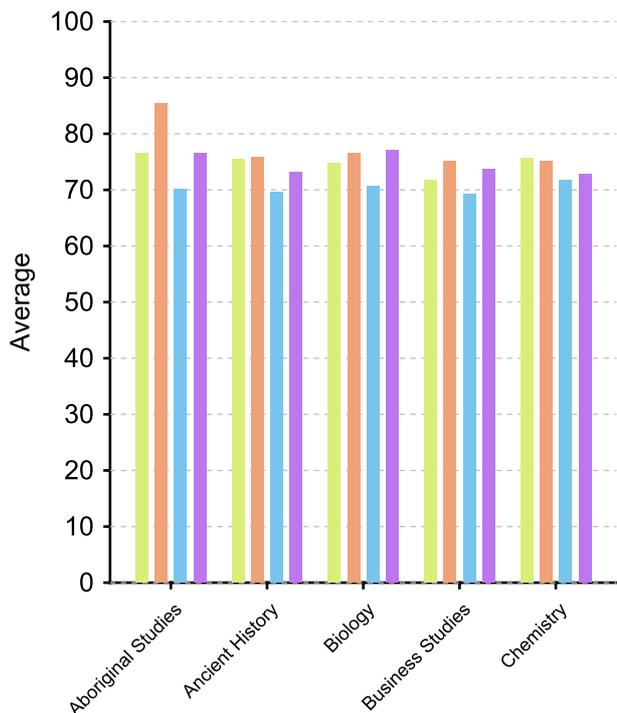


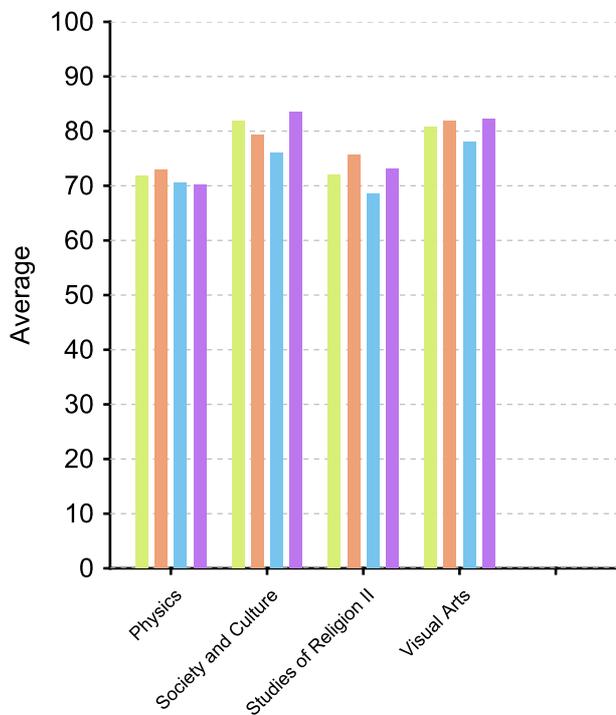
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State*

Higher School Certificate (HSC)

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





. In the Primary Survey, results indicated that 94% of students believed that they had positive relationships at school, well above state norms. Teacher Satisfaction. 72 teachers participated in the Focus on Learning Teacher Survey. In relation to the eight drivers of student learning: leadership, parent involvement, inclusive school, teaching strategies, data informs practice, learning culture and collaboration, HSPA teachers strongly agreed that collaboration, learning culture and an inclusive school have the most impact on student learning. Teachers reported they work with school leaders to create a safe and orderly environment and regularly talk with other teachers about strategies to increase student engagement. Teachers at HSPA set high expectations for their students and give students written feedback on their work. Results also indicate that when teachers present a new concept it is linked to previously mastered skills and knowledge to assist in the learning process. 80% of teachers reported staff morale was good and 86% reported that the schools leaders at HSPA are leading improvement and change. Teachers also report they have clear communication around the schools strategic vision and values, and 76% of teachers use collaborative practice to enhance their own professional learning more than once a week.

Policy requirements

Aboriginal education

In 2018 HSPA established, built and strengthened relationships with Aboriginal peoples and communities through the ongoing employment of a Community Liaison Officer (Aboriginal) for one day per week. The School worked with the local AECG to maintain the JnrAECG in the school, making links with full members of the AECG to support our students in their endeavours. The school's Yarn Up was once again successful with high attendance from families keen to update PLPS. The school worked in collaboration with Murook Cultural Centre to provide cultural experiences for Aboriginal students in the area of dance . A tutor was employed for the equivalent of 1 day per week to work with students to improve literacy and numeracy outcomes, organisational skills and to work on specific subjects with senior students as requested through the PLP process.

Multicultural and anti-racism education

Programs and initiatives aimed to ensure a racism-free learning environment with an inclusive school community were maintained. The Anti-Racism Contact Officer (ARCO) position was held by an elected and trained staff member, Mr Darren Pettett, and his role was advertised to the school community. While the incidence of racism at the Hunter School of the Performing Arts is extremely low, the ARCO is easily accessible. Records are kept of all complaints of racism and resolution strategies are documented.

Parent/caregiver, student, teacher satisfaction

49 parents/carers participated in the 2018 Partners in Learning Survey . The survey results indicate that parents feel welcome in our school and that the school supports positive student behaviour to a level greater than state norms in Secondary schools. In regards to communication, parents report that the school's administration staff are helpful when they have a question or problem and that written information from the school is clear, in plain English and written in terms that are easy to understand. Parents state that their child is encouraged to do their best. They are content with the amount of homework their child is given and there is an expectation by the school that homework will be completed on time. The survey results also indicate that parents believe their child is very clear about the rules for school behaviour. 13 parents/carers indicated that they had been consulted by the school for school planning. 95% of parents/carers either agree or strongly agree that they would recommend the school to others with 90% of parents also reporting that HSPA has a good reputation in the local community. Student Satisfaction: The Primary and Secondary student Tell Them From Me surveys include nine measures of student engagement that measure the extent to which students are socially, institutionally and intellectually engaged at school. Students who are socially engaged are actively involved in the life of the school and extra-curricular activities. In both Primary and Secondary, these measures indicate that students at HSPA are above state norms. 63% of Secondary Students perceive that communicating with others, working as part of a team and thinking critically and creatively are very important skills for their career plans