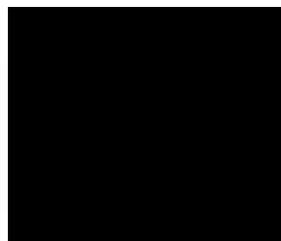
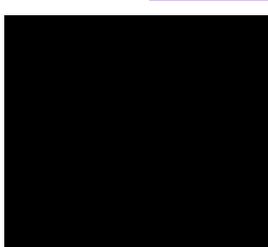
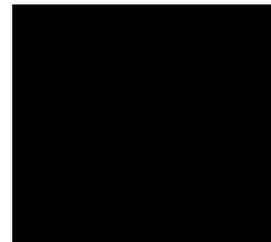


# 2011 Annual School Report

## Hunter School of the Performing Arts

*Performing at Our Best*

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Hunter School of the Performing Arts is a Year 2-12 Community School, with specialist enrolment through audition for gifted and talented students in the performing arts. At the end of 2010, the school had 1190 students from Years 2-12 enrolled across six stages of learning (Stage One-Stage Six). The Junior School's total enrolment (2-4) was 41 in total, consisting of 6 male and 35 female students. The Middle School's total enrolment (Years 5-8) was 472, consisting of 151 male and 321 female students. The Senior School's total enrolment (Years 9-12) was 677 consisting of 199 male and 478 female students. The school was granted permission to expand its enrolment in the junior and middle years in response to continuing regional demands.

### Staff

The school has an innovative, experienced and committed staff, which expects and achieves high learning outcomes from all students. The 2-12 teaching staff comprises specialist performing arts staff in Dance, Drama and Music; and well-experienced teachers of traditional and emerging subjects in primary and secondary English, Mathematics, Human Society & Its Environment, Science, Technology and Applied Sciences, Visual Arts, Languages Other Than English and Personal Development, Health, Physical Education.

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

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

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

### Significant Programs and Initiatives

A full year's program of quality educational and community use of the Hunter Theatre was achieved in 2011. This multi-million dollar teaching and learning facility continued to support in-school performance, entertainment training initiatives and community activities, being in use over 90% of the year.

In 2011, the school began a 6-year whole-school focus on the implementation of the *Australian Curriculum*. Over \$12,000 of Teacher Professional Learning Funds was allocated to allow secondary faculties and the primary department to begin the process of moving to a single learning continua from Years 2-12 in the Phase One Curriculum Areas: English, Mathematics, Science and History. These staff undertook, with senior executive leadership, first steps in the process of curriculum familiarisation, consultation with ACARA and the NSW Board of Studies and backwards mapping HSC results, SC results and NAPLAN information so as to begin the process of planning for incremental development across the junior, middle and senior years. Increased enrolments across the middle years make this a vital structural curricula approach to guarantee quality teaching and learning programs across the full Stage 1-6 spectrum, a feature few schools offer.

The school expanded its staffing and began the final phase of restructuring into a seamless Year 2-12 centre of excellence in the Hunter/Central Coast Region. The Junior-Middle-Senior School structure continued to enhance opportunities of excellence in the academic, artistic, sporting, welfare, vocational and leadership spheres, with support structures in place for the multiple entry points of its students. In 2011, 72 students began their transition from Year 6-7 at Hunter School of the Performing Arts, which represented a 100% retention rate. These students reported high levels of social support as they transitioned within the school from primary to secondary.

The school continued its involvement in the Premiers' Sporting Challenge, with specific targets initiated to increase performance and representative opportunities for its students in

the Junior (2-4) and Middle (5-10) years; and to increase fitness levels of students across all stages in the Primary and Secondary Departments. Students also engaged with the Premier's Spelling Bee, the Premier's Service Learning Challenge, the Premier's Debating Learning Challenge and the Premier's Reading Challenge.

## **Student Achievement in 2011**

School achievement is described later in this document in terms of actual results, comparisons with Statistically Similar Groups (SSG), State Averages and National Benchmarks. In 2008, the Basic Skills Tests (BST) for Years 3 and 5; the English Language Literacy Assessment (ELLA) in Years 7 and 8 and the Secondary Numeracy Assessment Program (Assistant Principal) in Years 7 and 8 were replaced by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 & 9. In NAPLAN, Year 3, 5, 7 & 9 assessments are reported on a scale from Band 1 to Band 10.

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

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

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

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

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

The Essential Schools Science Assessment (ESSA) in Year 8, the School Certificate (SC) in Year 10 and the Higher School Certificate (HSC) in Year 12 remain as NSW-based external assessments of student learning.

### **Literacy – NAPLAN Year 3**

Year 3 students achieved results at a significantly higher level than SSG and State levels, with 93.8% of students recording an overall Literacy result in Bands 4-6 compared to 68.2% and 76.4% respectively.

### **Numeracy – NAPLAN Year 3**

Year 3 students achieved results at a significantly higher level than State and SSG levels, with 81.3% of students recording an overall Numeracy result in Bands 4-6 compared to 62.1% and 70.5% respectively.

### **Literacy – NAPLAN Year 5**

Year 5 students achieved results at a significantly higher level than State and SSG levels, with 77.1% of students recording an overall Literacy result in Bands 6-8 compared to 53.3% and 66.6% respectively.

### **Numeracy – NAPLAN Year 5**

Year 5 students achieved results at a significantly higher level than State and SSG levels, with 68.8% of students recording an overall Numeracy result in Bands 6-8 compared to 54.8% and 59.9% respectively.

### **Literacy – NAPLAN Year 7**

Year 7 students achieved results at a significantly higher level than State and SSG levels, with 71.7% of students recording an overall Literacy result in Bands 7-9 compared to 48.1% and 61.2% respectively.

### **Numeracy – NAPLAN Year 7**

Year 7 students achieved results at a significantly higher level than State and SSG levels, with 71.9% of students recording an overall Numeracy result in Bands 7-9 compared to 62.2% and 49.0% respectively.

### **Literacy – NAPLAN Year 9**

Year 9 students achieved results at a higher level than State and SSG levels, with 63.4% of students recording an overall Literacy result in Bands 8-10 compared to 43.1% and 54.9% respectively.

### **Numeracy – NAPLAN Year 9**

Year 9 students achieved results at a higher level than State and SSG levels, with 56.6% of students recording an overall Numeracy result in Bands 8-10 compared to 43.3% and 57.1% respectively.

## **Essential Schools Science Assessment Year 8**

The results for the HSPA 2011 cohort continued the same pleasing pattern as previous years, with school averages continuing to be well above the state and SSG averages in every area assessed. The schools results exceeded every area assessed in comparison with SSG and state averages.

## **Computer Skills Assessment - Year 10**

Year 10 students achieved considerable success in the Year 10 Computer Skills Assessment. 51% of students scored in the Highly Competent band, compared with 46% for the state. Twenty-five students (achieved a result of 90% or higher with one student achieving the school's highest mark of 98%.

## **School Certificate - Year 10**

Results were well above the state averages with 169 Year 10 students achieving 240 Band 5 and 36 Band 6 results. 2011 represented one of the most successful years of any School Certificate candidature at our school. Year 10 also achieved 86 Highly Competent grades and 80 Competent grades in the Computing Skills Assessment (CSA).

## **Higher School Certificate - Year 12**

Results were well above the state averages for many courses. 2011 represented a fourth highly successful year for the HSC candidature at Hunter School of the Performing Arts. A total of 68 Band 6 grades and 201 Band 5 grades were achieved by the school's Years 12 candidature. In Extension Courses, students also achieved 10 E4 grades and 15 E3 grades, the top two bands. Four results were Top 5 results in the state. This level of achievement was surpassed only by the Hunter/Central Coast Region's two academic selective high schools, placing Hunter School of the Performing Arts in a desirable position in terms of both career pathways and tertiary entrance preparation.

## **Messages**

### **Principal's Message**

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

The school community believes that the school should provide freedom and support for individuals to make responsible choices in a quality learning environment that promotes and values lifelong learning. The school is committed to the pursuit of excellence in all curriculum areas in a caring and creative environment that provides for the best outcomes for all students and promotes the performing arts. The school has a focus on quality teaching and learning practices and improvements in learning outcomes, building capacity in all stakeholders, and further developing communication and relationships to benefit learning.

The school is committed to Quality Teaching and Learning practices to engage students and enhance learning in a 21<sup>st</sup> Century learning environment, building Quality Relationships and developing and enhancing better communication and management practices through Quality Systems.

The school has a school uniform code designed to enhance school pride and student wellbeing.

The school acknowledges the vision and leadership of Mr Bryan Campbell, School Principal from 1997 – 2011 who was appointed as School Education Director in July, 2011.

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

**Mr Richard Jennings, School Principal**

### **P & C President's Message**

At last year's AGM, the P&C endorsed my aspirations as newly elected president to work with the school to enhance its already strong culture of inclusivity, the sense of a whole school and community.

2011 concluded with a very successful *Welcome Breakfast* and the *Celebration of Achievement* presentation ceremony, which continues to showcase the extraordinary achievement of our students and the staff who teach them.

Given the opportunity to experience these functions and the *Orientation Concerts* as the parent representative, is a humbling experience. They provide a significant insight into the

continuing talent and dedication of our students and the reciprocal support, dedication and commitment from parents, carers and teachers and our fabulous leadership team.

I also acknowledge the 15 years of outstanding service of our former Principal, Bryan Campbell, who was appointed to the position of School Education in the Maitland School Education Area.

I wish to thank the members of the P&C and its various sub-committees for their tireless efforts. The same congratulations and thanks is also extended to all parent and community members, who support the activities of the P&C and its sub-committees. I am sure we will continue to work closer together to achieved the full potential of the whole school approach.

Once again the Canteen was the greatest source of our income that was effortlessly ploughed back into the school as resources for our kids (eg interactive whiteboards and a telescope) of which we are very confident will continue to prove a sound and strong investment in their future.

The Music Supporters and Primary Sub-committees also contributed an outstanding amount of financial and physical support to their respective departments, with the annual series of Music Camps and the acquisition of a mobile set of netbook computers being key indicators of parent support in 2011.

Our P&C is entering a period of change and renewal and I wish its continuing and future office bearers and members the very best for their further endeavours.

Tony Brown, 2011 HSPA P&C President

## **Student Representative's Message**

In 2011, an impressive range of achievements occurred in the academic, sporting and performing arts fields. As School Captains, we are particularly proud of our school's success including its outstanding Year 3, 5, 7 & 9 results in NAPLAN, its Year 10 School Certificate results and its Year 12 Higher School Certificate results. It is a privilege to be student leaders of the state's only fully-selective performing arts school with a junior, middle and senior campus.

In our term of office, the student executive held a variety of planning meetings to discuss how we as a student leadership team could address a wide

variety of issues within the school community. Our team attended the Impact Leadership training day and we sent our out-going school captains, Anika Day and Toby Unicomb as representatives to Government House in Sydney.

The physical environment in which we learn provides us with a sense of security and comfort. Our supportive teachers and mentors assist us to grow into the confident and mature adults, who will go on to pursue many diverse and successful careers. Our school provides us with so many opportunities to gain experience in the academic, performing arts, sporting, leadership and volunteering fields. We participate in such wonderful opportunities as regional and state dance, drama and music festivals, Starstruck, School Spectacular, Shakespeare Festival, On Stage, Encore, Callback, Talent Development Project, InTech and Art Express.

Hunter School of the Performing Arts' staff have created an enjoyable environment in which all students can learn. Our inclusive nature allows for every student's talents and differences to be acknowledged, catered for and celebrated. Our school strives to develop in all students a sense of belonging, acceptance and respect and is an example of what can be achieved when students and staff work together cooperatively.

As School Captains for 2011/2012, we are extremely proud to be the leaders of a school with such a high reputation and of such a talented student body.

**Cara Egan and Mackenzie Burge, School Captains**

## **School Context**

### **Student information**

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

### **Student Enrolment Profile**

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

### Student Enrolment Years 2-6

	2007	2008	2009	2010	2011
<b>Male</b>	25	22	28	28	38
<b>Female</b>	90	103	96	101	123
<b>Total</b>	<b>115</b>	<b>125</b>	<b>124</b>	<b>129</b>	<b>161</b>

### Student Enrolment Years 7-12

	2007	2008	2009	2010	2011
<b>Male</b>	260	268	280	298	287
<b>Female</b>	704	687	682	704	701
<b>Total</b>	<b>964</b>	<b>955</b>	<b>984</b>	<b>1002</b>	<b>998</b>

### 2-12 Student Attendance Profile

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

### Year 2-6 Student Attendance

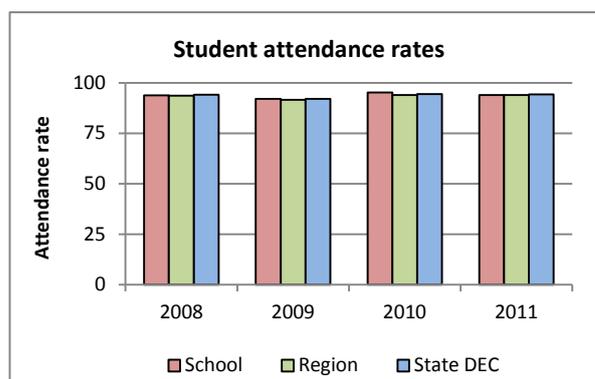
	Year	2009	2010	2011
<b>School</b>	K	N/A	N/A	N/A
	1	97.0	N/A	N/A
	2	96.5	95.6	93.8
	3	95.0	96.5	94.4
	4	94.7	94.9	94.2
	5	95.5	94.6	94.3
	6	93.3	95.8	93.5
	<b>Total</b>	<b>92.0</b>	<b>95.2</b>	<b>93.9</b>
<b>Region</b>	K	94.3	94.6	94.7
	1	93.6	93.9	93.9
	2	93.7	94.0	94.0
	3	93.7	94.0	93.8
	4	93.5	93.9	93.9
	5	93.4	93.7	94.0
	6	93.0	93.3	93.2
	<b>Total</b>	<b>91.5</b>	<b>93.9</b>	<b>93.9</b>
<b>State</b>	K	94.3	94.7	94.7
	1	93.7	94.2	94.2
	2	94.0	94.4	94.2
	3	94.1	94.5	94.4
	4	94.0	94.5	94.3
	5	94.0	94.4	94.2
	6	93.6	94.0	93.8
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>

### Monitoring Non-Attendance

The school acknowledges the need to be supportive of students involved in performing arts commitments, but continues to reinforce the

importance of attendance at all classes so as to take advantage of the teaching and learning activities offered in this specialist environment. The school concluded monitoring attendance through the *Elite Attendance* software package before its 2012 transition to the integrated *Millennium* student welfare package.

Strong interaction with parents occurred in 2011 concerning student absences. All absences were considered to be genuine. Some absences reflect professional performing arts opportunities or for family commitments and travel. Students in the Primary Department continued to attend at similar levels to regional and state averages.



### Primary Department Class Sizes

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

The following table shows our class sizes as reported at the 2011 class size audit conducted on 17<sup>th</sup> March 2011.

Primary Grade	Primary Class	Total/Class	Class Size	Total/Grade
<b>Two</b>	2/3L	8	24	8
<b>Three</b>	2/3L	16	24	16
<b>Four</b>	4/5W	17	26	17
	4/5W	9	26	48
	5MB	28	28	48
<b>Five</b>	5/6B	11	29	48
	5/6B	18	29	72
	6F	30	30	72
<b>Six</b>	6OB	26	26	72

The school's single unified process for auditions continued with primary and secondary staff acting together on audition panels for Year 5-8 auditions. Change of line policies were further strengthened for Stages 1-6. Primary classes were enrolled in accordance with the Department of

Education & Training's Class Size policy, how students achieved against audition criteria and the number of students necessary to create discrete Stage Two and Three classes.

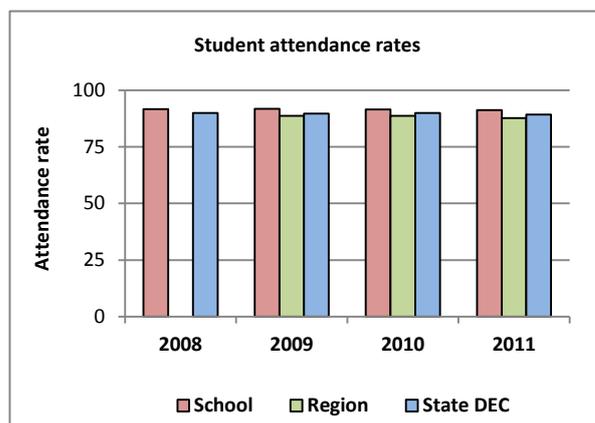
### Structure of Primary Classes

Responding to ongoing enrolment patterns through application for audition, the Primary Department's six classes were organised around a smaller junior and larger middle year's structure. This will continue in 2012 due to similar patterns of successful auditionees in 2011 and the appointment of extra Primary staff to support the increased enrolments in the middle years. Primary educational activities operate on a Year 2-6 Whole Primary, Year 2-4 Junior School or Year 5-8 Middle School basis.

### Year 7-12 Student Attendance

	Year	2009	2010	2011
<b>School</b>	7	94.0	93.4	93.7
	8	92.1	92.4	92.8
	9	91.5	91.5	91.3
	10	91.9	89.6	89.8
	11	89.7	91.1	89.8
	12	90.8	90.6	89.6
	<b>Total</b>	<b>91.8</b>	<b>91.5</b>	<b>91.2</b>
<b>Region</b>	7	91.5	91.7	91.2
	8	88.9	89.6	88.8
	9	87.8	87.6	87.5
	10	87.6	87.2	85.7
	11	88.2	87.5	85.5
	12	88.4	88.7	87.4
	<b>Total</b>	<b>88.7</b>	<b>88.7</b>	<b>87.7</b>
<b>State</b>	7	92.3	92.6	92.5
	8	90.0	90.5	90.1
	9	88.8	89.1	88.8
	10	88.7	88.3	87.1
	11	89.4	89.1	87.6
	12	89.4	89.8	89.2
	<b>Total</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>

High Year 7-12 attendance reflects strong student satisfaction with the school. This is especially pleasing given the distances to travel and performance commitments, which students have. The school significantly outperforms regional and state averages for attendance. Whilst senior school attendance is affected by performing arts commitments and distances travelled both to/from HSPA, the Year 11-12 rate of attendance has stabilised at high levels and is higher than regional and state averages.



### Retention to Year 12

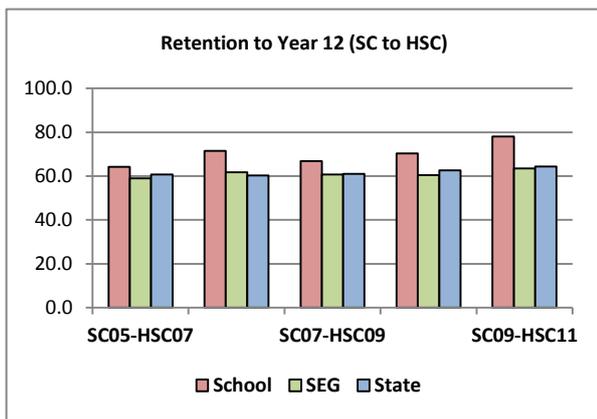
At the end of Year 10, the school retains a higher number of Year 10 students through to Year 12 than SSG and State averages. Additionally, significant numbers of students successfully audition for placement in Year 11 at the school each year. However, these students who are offered a place must make the commitment to study a performing arts subject at HSC level.

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

Some Year 10 students do make the decision to return to study for their Higher School Certificate at their local comprehensive high school. Of the 22 students who left the school, 9 returned to their local high school, with 2 studying dance full-time and 5 commencing employment. A further 2 left to study overseas and 4 moved to full-time study within the TAFE sector.

At the conclusion of Year 11, only 3 students left the school. Two returned to their local high school with one engaging in employment.

Retention to Year 12 (SC-2009 to HSC-2011)					
	SC05 - HSC07	SC06 - HSC08	SC07 - HSC09	SC08 - HSC10	SC09 - HSC11
<b>HSPA</b>	64.3	71.4	66.9	70.4	78.0
<b>SSG</b>	58.9	61.7	60.7	60.5	63.5
<b>State</b>	60.8	60.3	61.0	62.7	64.4



### Post-School Destinations

From the 153 students who were enrolled for the HSC at Hunter School of the Performing Arts in 2010, 67% were offered a place at university level, which was similar to 2009. Twenty percent went on to study at TAFE, including 2% for traineeships and apprenticeships, with 13% engaging in full time employment.

### Year 12 Students Undertaking VET Training

In 2011, 33% of Year 12 students undertook studies in vocational or trade training. Sixty-six students were enrolled in TAFE TVET programs. School-based traineeships were completed by 4 students, whilst 13.4% of students enrolled in school-based Entertainment Industry VET programs.

### Year 12 students attaining HSC or equivalent Vocational Educational Training qualification

From a total of 153 students, 99% of the candidature attained their HSC. One student completed their studies under HSC Pathways.

### Staff Information

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

### Staff Establishment

The staff establishment of the school is unique, given its Year 2-12 Community School status. The school is also the only performing arts school with this Year 2-12 status and is also the only one whose enrolment is fully auditioned. The school operates with both primary and secondary school components to its staffing in traditional areas and across the middle. The National Education Agreement requires schools to report on Indigenous composition of their workforce. Less

than 5% of the school’s staff identify as being of Aboriginal or Torres Strait Islander descent.

### Staff Retention

Retention rates continue to be high at the school, reflecting its specialist nature and position as a rewarding workplace. Invariably, staff may leave the school through promotion, retirement or transfer. Mr Bryan Campbell, School Principal 1997-2011 was permanently appointed to the position of School Education Director in Term 4, after a relieving period in Term 3. Mr Richard Jennings, Deputy Principal 2001-2011 was merit-selected as School Principal. During this period of senior executive restructure, valued members of the school’s temporary staff were employed to ensure continuity of teaching and learning.

By the end of 2011, four retirements and transfers had occurred: Ms Lynette Nankivell and Mr Greg Bryant of Primary, Mrs Cheryl Aitken of HSIE and Mrs Kerri Moyse of English. They were respectively replaced by Mrs Helen Kearney, Mrs Deborah Prince, Mrs Jennine Taylor and Mrs Tamara Goldfinch respectively. Mr Ben Carle of Lisarow High School was appointed as an extra member of the HSIE staff, through growth in senior course enrolments.

With growth of student enrolments in the middle years (Years 5-8), Miss Lisa Maclean was appointed as the second Assistant Principal in the Primary Department, responsible to Mr Khay and Mr Jennings. The two Assistant Principal positions were restructured into Junior Years (Miss Wendy Leis, 2-4) and Middle Years (Miss Lisa Maclean, 5-6 & Transition) positions.

### Teacher Qualifications

All staff met the professional requirements for teaching in NSW Public Schools. Many of our staff have postgraduate qualifications in the performing arts or have studied at Masters and Doctoral level. The school also supports staff to gain qualifications with the NSW Institute of Teachers (NSWIT) and Teachers Certificates from the Department of Education & Training (DET).

Qualifications	% of staff
Undergraduate Degree or Diploma	83
Postgraduate Degree or Diploma	17
<b>Total</b>	<b>100</b>

## Financial Summary

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

Sound financial management decisions have placed the school in a strong fiscal position. The school's Senior Leadership Team and Budget Committee support the Principal to develop the School Budget. Some funds have been held in reserve for the completion of Hunter Theatre refurbishment and maintenance, and replacement of grounds maintenance equipment.

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

A full copy of the school's 2011 Financial Statement is tabled at a meeting of the school's P&C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	630 164.25
Global funds	765 590.79
Tied funds	283 003.16
School & community sources	1 096 854.71
Interest	41 118.77
Trust receipts	412 801.99
Canteen	0.00
<b>Total income</b>	<b>3 229 533.67</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	241 787.97
Excursions	206 825.68
Extracurricular dissections	493 635.83
Library	19 697.08
Training & development	41 694.32
Tied funds	267 345.71
Casual relief teachers	189 114.95
Administration & office	265 384.84
School-operated canteen	0.00
Utilities	185 795.76
Maintenance	71 526.78
Trust accounts	261 401.68
Capital programs	151 649.85
<b>Total expenditure</b>	<b>2 395 860.45</b>
<b>Balance carried forward</b>	<b>833 673.22</b>

## School Performance 2011

Hunter School of the Performing Arts continues to hold a strong and unique position in Hunter/Central Coast Region, both in terms of achievement in the Performing Arts and in the Academic and Sporting fields. The school's 2011 HSC results placed it in the top 150 schools in New South Wales, public or private.

### Achievements

#### Arts

- A series of *2011 Orientation Concerts* launched the 2011 scholastic year in style. These concerts featured many performances by students from existing Dance, Drama and Music ensembles from Years 3-12 and outstanding 2010 HSC performances by Year 12's from that year.
- The *Orientation Concert* featured performances from the Marching Band, Stage Band, Senior Choir, Junior Dance Company and the Intermediate Drama Ensemble.
- Over 2000 students, parents and community members attended the first school musical with a focus on the school's Middle and Senior years. *Les Miserables: School Edition* involved over 170 students from Years 7-12 as performers and 30 Year 8-11 students from the Theatre Training Group and Entertainment Industry Theatre courses, who acted as production and backstage assistants.
- The Year 2-12 Public Speaking Competition continued in 2011. Twelve primary students and 20 secondary students competed. Dylan Sullivan and Dayna Scott went on to compete at both the Zone and Regional level.
- Dylan Sullivan won the Regional competition and went on to compete at the NSW State Finals at Parliament House in Sydney, where he finished 6<sup>th</sup> in the state.
- The school entered all three secondary levels of the Premier's Debating Challenge, with sound success in this state-wide competition.
- Moira Peddie and Lily-Belle Smithers were nominated for *Art Express*. Moria Peddie's *Body of Work* was selected for the *Art Express Exhibition*.

- Forty-five students participated in a new initiative within the English faculty. *Kickstart* was designed as an HSC Examination Preparation Program. It consisted of 90-minute weekly tutorial sessions, during Terms 2-3. Evaluation of students revealed that 100% found value in the course and would recommend it to incoming Year 12 students. Ninety percent cited *Kickstart* as an adjunct to increased results in HSC English.
- The entire 2011 Visual Arts Body of Work Exhibition was held in the Hunter Theatre and was expanded to include the Digital Media components of Visual Arts.
- HSC Dance students were nominated for Callback for a number of their individual works. Ashlee Winmill, Tynan Woo, Adam Loiterton, Charlotte Smalley-Hoole, Jack Williams, Samantha-Lee Fraser, Tandia Patton, Bridget Gersden, Kaitlyn Shaw, Olivia Houston, Roxanne Jackson, Megan Kennewell, Jade Miller, Amy Jacobs and Loren Robinson were nominated for Core Performance, Core Composition and Major Study.
- Jacob Small of Year 11 was merit-selected into the Arts Unit's State Drama Company.
- Tynan Wood was accepted into the New Zealand Ballet School.
- Chandel Brandimarti of Year 12, 2009 was merit-selected to be a student in the NIDA Singer Dance Actor course.
- Ali Calder of Year 12, 2010 finished performing in the Sydney Theatre Company season of *Spring Awakening* and has been selected to perform a lead role in the 2012 production of *Legally Blonde, the Musical*.
- Declan Egan of Year 12, 2009 commenced fulltime employment in the role of Bob Gaudio in the professional musical, *Jersey Boys*.
- Matthew Predny, a 2010 Year 12 student was accepted to NIDA after completing one year of studies in Law at The University of Newcastle.
- Fifty students from Years 3-6 and 150 students from Years 7-12 represented the school at the Hunter Regional Dance Festival.
- All Year 5-12 Dance Companies were invited to perform at the State Dance Festival.
- Ninety-six students from Years 3-6 and 160 students from Years 7-12 represented the school at Starstruck as dancers, dramatists, choristers, instrumentalists and stage crew.
- Two Stage 3 Drama Ensembles and the Year 7, Year 8, Year 9 and Year 10 Drama Ensembles performed at the Hunter Drama Festival.
- The Year 9-10 Drama Ensembles were also selected to perform at the State Drama Festival on repeated occasions.
- Year 9-10 Elective dance classes performed at the Hunter School's Dance Festival.
- Fifty Year 7-11 students performed at the *Schools Spectacular* at the Sydney Entertainments Centre, with Mrs Joanne Thorne being a segment choreographer.
- Georgia Shaw, Olivia Pickard, Jason Wright, Jasmine Bard, Zachary Webster and Mackenzie Burge were featured dance artists in *School Spectacular*.
- Daniel Gordon and Nathan Allgood were featured artists in *School Spectacular*.
- A series of *HSPA Dance Showcase Concerts* were held in 2011 to highlight performances of students from Years 4-12.
- Thirty-six Year 3-6 violinists and recorder players under Greg Bryant and Elena Morris-Britten performed at the *Festival of Instrumental Music* Concert Series after successfully being auditioned by the NSW Performing Arts Unit.
- The Senior Choir and Year 10 Dance Production students performed at the annual 'Bald and the Beautiful' Foundation's fundraiser for Senior Citizens with cancer.
- Daniel Gordon and Nathan Allgood continued with the Department of Education & Training's Talent Development Project after commencing studies in 2010.
- Jacob Neale, Daniel Gordon and Elizabeth Hughes were all nominated for their Music Composition and Performance works for Encore.
- Jacob Neale was also accepted into Department of Education & Training's Talent Development Project.

- The Senior Vocal Ensemble and Middle School String Ensemble, under Khalil Khay were selected as soloists to perform *Scarborough Fair* at Sydney Town Hall.
- Alexandra Riordan performed a vocal solo at the Sydney Opera House with Hanna Lee providing accompaniment.
- The Senior Choir under Sarah Reeve succeeded in winning through to the finals of the *Hunter Valley Choir Competition*.
- *HSPA Music Showcase Concerts* were held on 21<sup>st</sup>, 22<sup>nd</sup> and 28<sup>th</sup> June. Performances were made by the Junior and Senior Concert Bands, the Junior, Middle School and Senior Choirs, the String Orchestra, Junior and Senior Stage Bands, Percussion Ensemble, Celtic Band, Primary Wind and Strings, Junior Vocal Ensemble, Primary Proms and Primary Chorals Choirs and various Secondary solo items.
- The Marching Band under Kylie Gardner and Daryl Sanson, were featured at a variety of community events including the Parade of Nations and the Sydney ANZAC Parade.
- The Senior Stage Band under Kim Pink performed at the *Lovedale Long Lunch* and the *Newcastle Jazz Festival*.
- The *HSPA Shakespeare Festival* gave all Year 9-11 Drama students the opportunity to experience Shakespeare, culminating in a *Shakespeare Showcase Evening*.
- All Year 2-6 students participated in the Primary Department's annual Athletics Carnival and Small Schools Athletics Carnival.
- Primary students participated in a range of rotational programs, including School Aerobics, school gymnastics and ball games utilising over \$6000 of new equipment obtained through the use of Premier's Sporting Challenge grants in 2009-11.
- Forty-four students from Years 3-10 participated in the 2011 Regional, State and National school Aerobics Championships, attaining a variety of placings, gold, silver and bronze medals. Five teams succeeded in making the State finals.
- One hundred and twenty-five Year 2-6 students and 360 Year 7-12 students participated in the semester-long Premier's Sporting Challenge. Students in all sections recorded a daily average of more than 60 minutes of physical activity per day. This achieved two Premier's Gold Medals for the school. The school also received grants of over \$8500 for its effort and participation.
- The school's Year 2-12 Swimming Carnival achieved an attendance rate of 88%.
- School Representatives (PSSA and CHS) at Regional or State level include:

<i>Athletics:</i>	Danielle Gee Alyssa Hall Julia Howard Leonie Whyman
<i>Artistic Gymnastics:</i>	Holly Fricker Taylah Murrell Amber-Rose Rolph
<i>Cross Country:</i>	Rory Duff
<i>Diving:</i>	Amber-Rose Rolph
<i>Hockey (Refereeing):</i>	Lachlan Skene
<i>Rhythmic Gymnastics:</i>	Jordan O'Davis
<i>Swimming:</i>	Linden Denholm Scott Eveleigh Luke Jarvis Kailey Jack Taleah Riordan Alexandra Riordan Jens Sweeney
<i>Tennis:</i>	Jens Sweeney
<i>Trampolining:</i>	Amber-Rose Rolph
<i>Volleyball:</i>	Brooke Almond

## Sport

- Brooke Almond was awarded a Hunter Area Blue for Squash by the Hunter Secondary Schools Sports Association. She represented the Hunter Region for Athletics, Volleyball and Squash and was announced as the HSPA's Sportsperson of the Year
- Kailey Jack, 12 years and Taleah Riordan, 12 years represented the school and the Zone at the Hunter Regional Swimming Championships; with Kailey going on represent the region at the *State Swimming Championships*.
- Kailey Jack was awarded a Regional Sports Blue by the Hunter PSSA Association in recognition of her ongoing efforts in sport.

- The school's aerobics teams achieved a gold, silver or bronze result at the NSW Spring Challenge, held in the school's Hunter Theatre against teams from all across NSW.
- Kailey Jack and Amber Rose Rolph both received Special Mention Awards at Hunter Region PSSA/CHS ceremonies, respectively.
- The Year 3-12 Cross Country Carnival was attended by all of Year 7 and competitors from Years 3-12.
- The Year 3-12 Athletics Carnival was attended by all of Year 7 and competitors from Years 8-12. Student participation was high and excellent performances were recorded.
- Seventy-five Year 7-12 students represented the school at the CHS Zone Athletics Carnival, with 8 students going on to represent the school and Zone at Regional or State.
- Thirteen Year 3-6 students represented the school at the PSSA Zone Swimming Carnival with 2 students going on to represent the school and Zone at Regional or State.
- Sixty Year 7-12 students represented the school at the CHS Zone Swimming Carnival with 12 students going on to represent the school and Zone at Regional or State.
- Twenty Year 3-6 students represented the school at the PSSA Zone Cross Country.
- Forty-three 7-12 students represented the school at the CHS Zone Cross Country Carnival with 12 students going on to represent the school and Zone at Regional or State.

### Other

- All 2-6 students and Year 8-10 Italian Elective students attended a *Commedia* performance by Italian performers *Fondazione Aida*. This performance was arranged in cooperation with the Italian Embassy due to the school's Italian programs.
- All Year 4-6 students used the same organisational diary as Year 7-12 students. This assisted in the development of self-organisational skills by all students in the Middle and Senior Schools.
- A Junior Year 2-3 student diary was introduced.

- The Year 5-9 Assessment Policy and Schedules were introduced to further unify procedures across the middle years.
- The Primary Department's Student Parliament attended leadership training sessions at the Impact Leadership's Young Leaders Day.
- Sixty Year 5-6 students represented the school at the Civic Theatre for the Newcastle School's ANZAC Day service.
- The Year 7-11 students successfully raised funds for local and state charities such as: Red Nose Day, Victoria Bushfire Appeal, Stewart House and World Vision.
- Year 7 students enjoyed a 3-day bonding experience at the Great Aussie Bush Camp, organised by Mr Adrian Allan as part of school peer support/pastoral care programs.
- Twenty Year 9-10 students in the Enterprise Group met each Wednesday in the Hunter Theatre Café to plan for catering under the leadership of Mrs Genia Struck.
- Students from all grades performed at the Senior Citizens Community Concert in December at the Hunter Theatre. Many of these students also performed for the Novacare Group in Semester One.

### Academic

- Forty Year 6 students successfully achieved a Top 25% result in the Australasian Mathematics Olympiad.
- In July, 33 Year 10 students participated in the Newcastle Science and Engineering Challenge. Students worked in teams to complete challenges including providing electricity to a model city, construction of hovercrafts, balloon-powered cars, eco-friendly model houses, propeller driven carts, robotic hands, model Mars rovers and bridges. The bridge built by Andrea Bain, Larissa Cluff, Kate Mitchell, and Rachael Rodgers was the only one of the day to survive the maximum load - aptly named the *Bridge Buster*. HSPA placed 4<sup>th</sup> overall on the day.
- In October, the Year Eleven Envirothon Team (Jayden Allen-Waters, Stavri Comino, Tom DaSilva & CalebSayers) finished 3<sup>rd</sup> in the

regional competition conducted at the Blue Gum Hills Regional Park at Minmi. The teams collected and analysed data relating to environmental impacts and presented their findings as an “Enviro-Rap” to an appreciative audience of students and teachers.

- In June, 35 students from Years 7-12 participated in the UNSW Australasian Schools Science Competition. 16 merit certificates were awarded to HSPA students. Distinction awards were achieved by Zade LeGrange (Year 7), Tasman Fell (Year 8) and Joshua Montford (Year 11). Credit awards went to Lucian Rodriguez, Rory Duff, Charlotte Abell-King, Harry Blenman, Juliette Coates, Elijah Innes and Emma Lonergan in Year 7, Annabelle Breyley-Smith and Isaac Ewald in Year 8, Jules Rankin (Year 9) and Holly Ashhurst-Smith, Joshua Hartigan and Daniel Ryan in Year 10.
- Eighty-eight Year 5-6 students achieved 1 High Distinction, 15 Distinctions and 25 Credit results in the Newcastle Permanent Building Society Mathematics Competition.
- Junior, Intermediate and Senior Debating teams from the Secondary Department competed through to the Zone level of the Hunter/Central Coast Debating Competition.
- One hundred and fifty students from Years 2-10 participated in the Premier’s Reading Challenge.
- Fifty-eight Year 5-6 students competed in the CSIRO-Streamwatch *Murder under the Microscope* competition achieving a top 100 placing against teams from all over Australasia.
- The 2011 Year 10 Science and Engineering Challenge Team finished third in the area round against 7 other local schools.
- The Year 11 Envirothon team performed admirably, finishing 4th in the Regional competition conducted at Glenrock Lagoon State Recreation Area. They collected and analysed data relating to environmental impacts and presented their findings to an audience of students and teachers.
- In April, Joshua Montford (Year 11), James Dyson (Year 10), Mr Sanson (Science Head Teacher) and James Willcox (ex-HSPA student) travelled to NASA Johnson Space Centre in

Houston, USA to participate in their space engineering program. Presenters included Heather Paul (lead engineer for NASA’s future spacesuit life support system design); Dr. Richard Scheuring (integration specialist for medical operations in NASA’s Constellation program, which will return humans to the moon and eventually take them to Mars); and Dr. Scott Parazynski (retired NASA astronaut, veteran of 5 Space Shuttle flights and seven spacewalks). Following the program at Houston, the group then travelled to NASA’s Kennedy Space Centre in Florida, where they observed the preparations for the final launch.

- In September, HSPA hosted the NSW Space Camp. This program was organised by James Willcox and Mr Sanson and involved students from all over NSW. James Dyson, Year 9 was nominated as the most enthusiastic student.
- Forty-two students from Years 7-11 achieved a High Distinction, 4 Distinction and 14 Credit results in the Westpac Banking Corporation’s 2010 Australian Mathematics Competition.
- Forty-eight Year 3-6 Students entered the University of New South Wales’ International Competitions Assessment Scheme and achieved 5 High Distinction, 13 Distinction and 24 Credit results in the English, Writing, Spelling, Mathematics, Science and Computing Competitions.
- Brett Dixon was nominated for their Industrial Technology Major Projects to be displayed at the 2011 InTech Display. This nomination reflects the outstanding level of his work.

## Academic Examinations

### NAPLAN (Years 3, 5, 7 & 9)

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

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

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

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

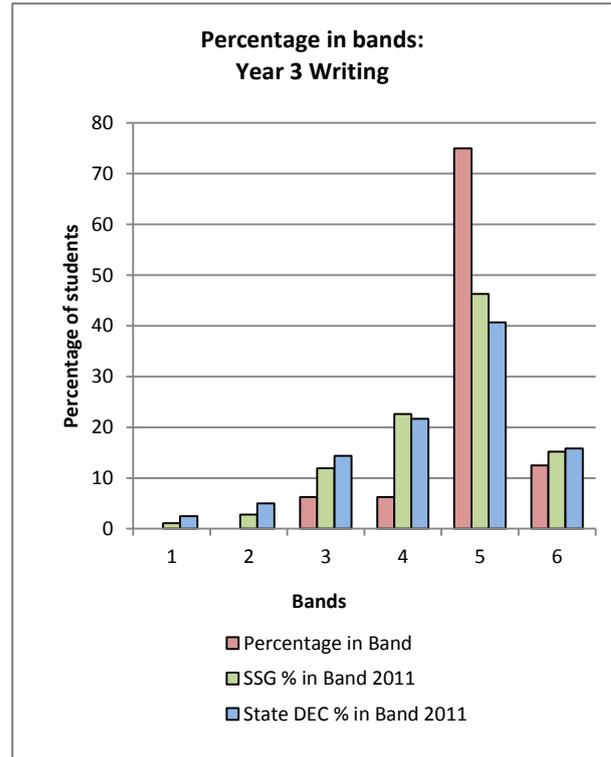
Yr 9: from Band 5 (lowest) to Band 10 (highest)

### Literacy – NAPLAN Year 3

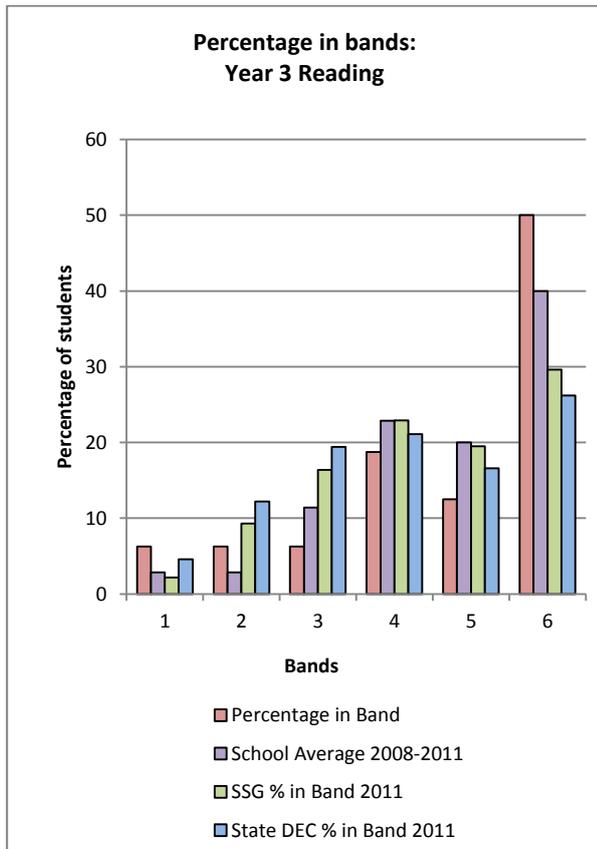
Sixteen Year 3 students achieved significantly higher results than students at Regional and State levels. Year 3 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 81.3%, 93.8%, 93.8% and 93.8% respectively achieving results in Bands 4-6 compared with averages of 63.9%, 78.2%, 68.2% and 70.4% for the state.

The cohort was only slightly represented in Bands 1-3 for Reading, Writing, Spelling and Grammar and Punctuation, with 18.8%, 6.3%, 6.3% and 6.3% respectively. This compared very favourably by being between 0.2 – 0.5 of the value of state averages of 36.2%, 21.9%, 31.7% and 29.6%.

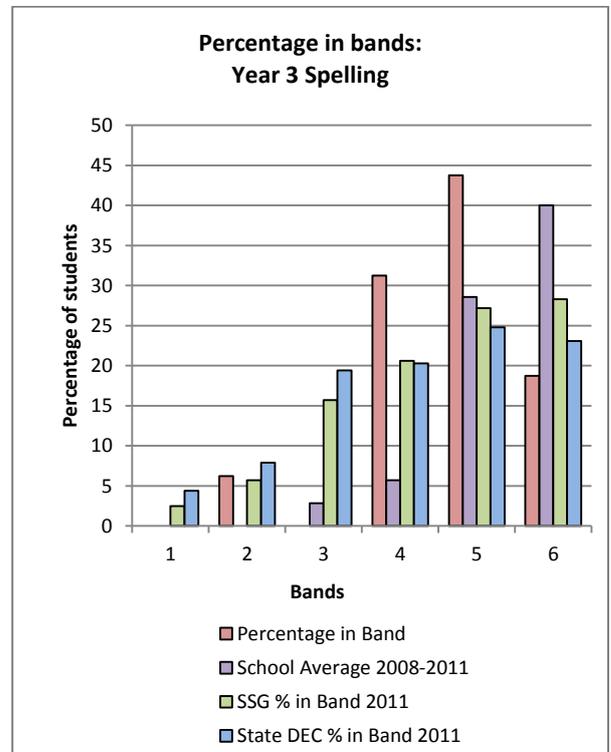
The school continued its delivery of a structured approach to the teaching of explicit comprehension strategies in guided reading throughout 2011.



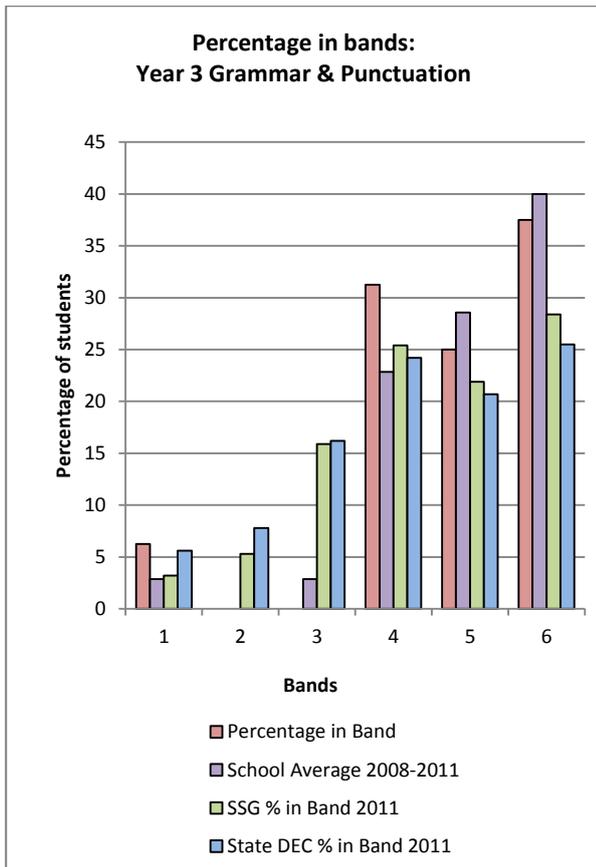
In Year 3 Writing, the school recorded an average mark of 451.0, compared with 430.8 for SSG and 422.4 for the State.



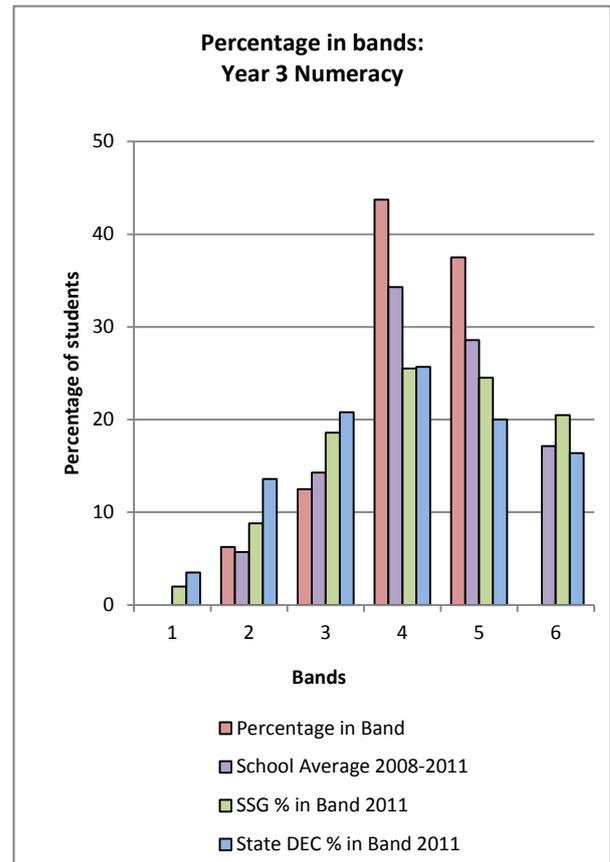
In Year 3 Reading, the school recorded an average mark of 449.1, compared with 429.1 for SSG and 415.6 for the State.



In Year 3 Spelling, the school recorded an average mark of 434.9, compared with 431.7 for SSG and 415.5 for the State.



In Year 3 Grammar/Punctuation, the school recorded an average mark of 474.4, compared with 436.3 for SSG and 422.9 for the State.



In Year 3 Numeracy, the school recorded an average mark of 405.7, compared with 416.3 for SSG and 400.9 for the State.

### Numeracy – NAPLAN Year 3

Sixteen Year 3 students achieved significantly higher results than students at Regional and State levels. Year Three students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 81.3% achieving results in Bands 4-6 compared with an average of 62.1% for the state.

The cohort was only slightly represented in Bands 1-3 for Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 18.8% in these bands. This compared very favourably by being 0.5 of the value of state average of 37.9%.

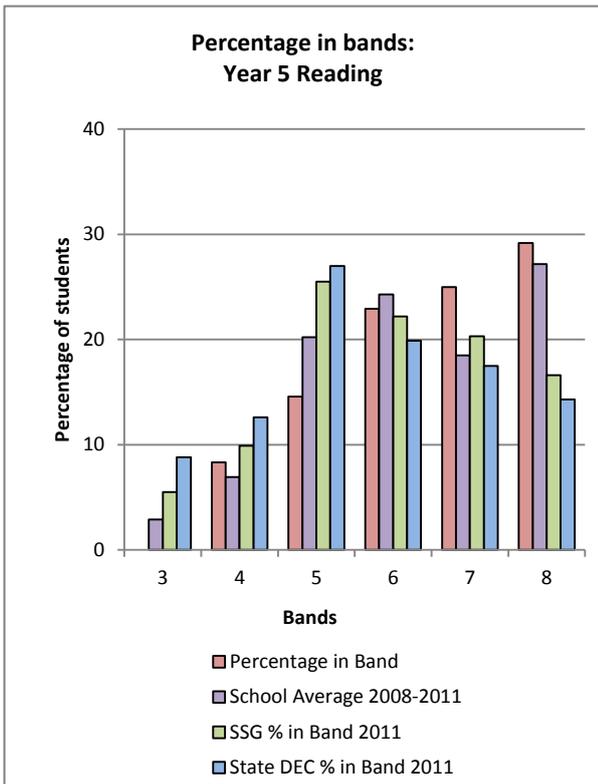
The school continued its delivery of ability-based Mathematics groupings so as to explicitly deliver support, mainstream and acceleration programs throughout 2011.

### Literacy – NAPLAN Year 5

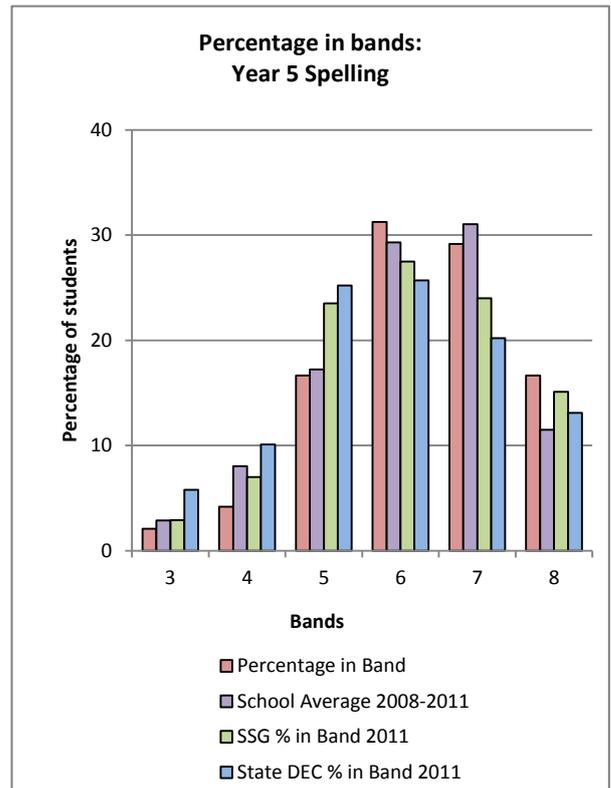
Forty-eight Year 5 students achieved significantly higher results than students at Regional and State levels. Year Five students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 77.1%, 70.8%, 77.1% and 81.3% respectively achieving results in Bands 6-8 compared with averages of 51.7%, 53.3%, 59.0% and 59.8% for the state.

The cohort was only slightly represented in Bands 3-5 for Reading, Writing, Spelling and Grammar and Punctuation, with 22.9%, 29.2%, 22.9% and 18.8% respectively. This compared very favourably by being between 0.4–0.5 of the value of state averages of 48.4%, 46.7%, 41.1% and 40.1% for the lower three performance bands.

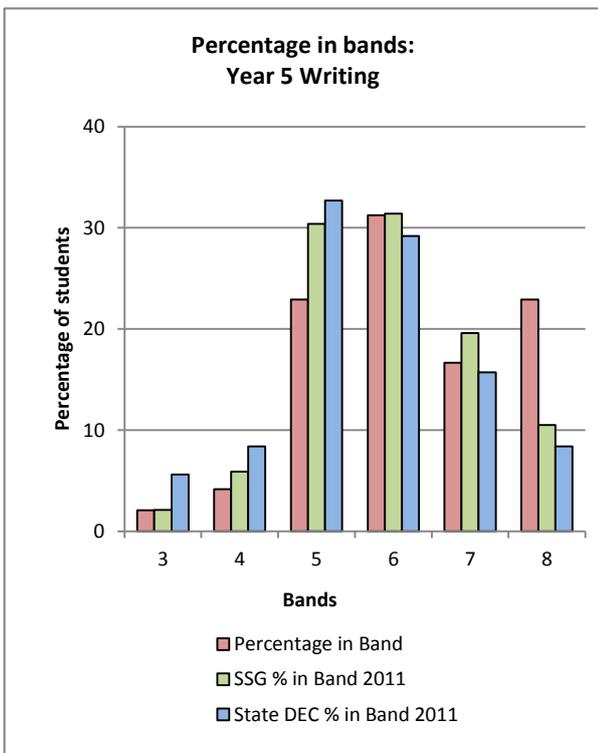
The school continued its delivery of a structured approach to the teaching of explicit comprehension strategies in guided reading throughout 2011.



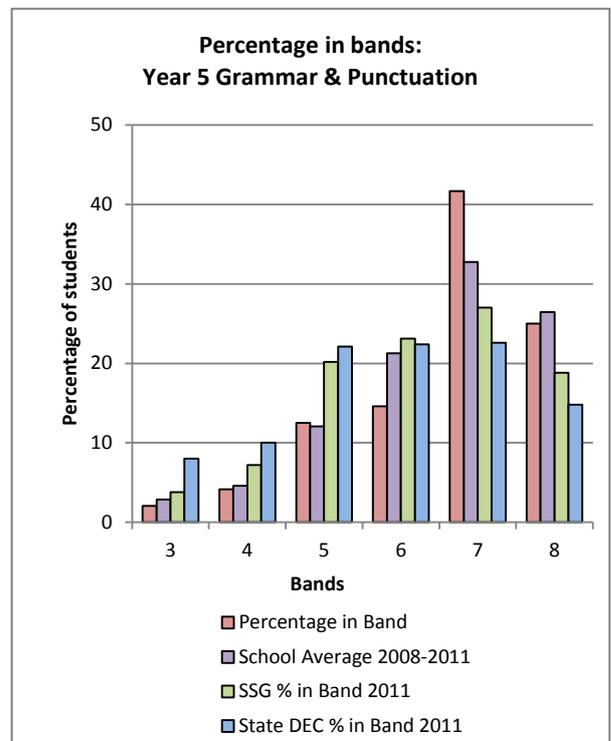
In Year 5 Reading, the school recorded an average mark of 544.1, compared with 502.1 for SSG and 489.0 for the State.



In Year 5 Spelling, the school recorded an average mark of 520.2, compared with 507.2 for SSG and 493.7 for the State.



In Year 5 Writing, the school recorded an average mark of 515.2, compared with 500.8 for SSG and 486.6 for the State.



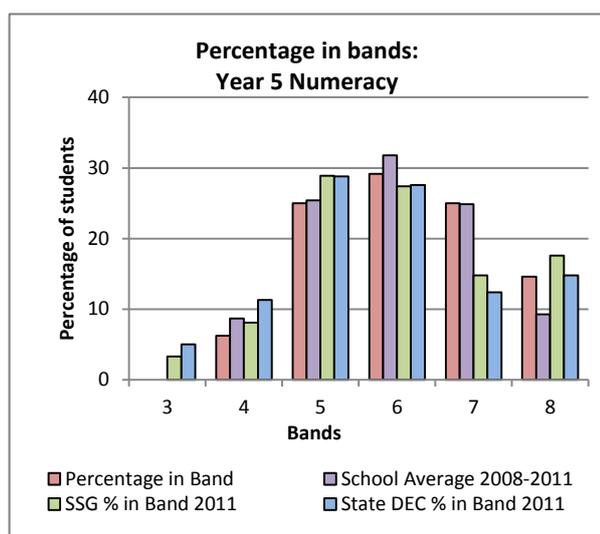
In Year 5 Grammar/Punctuation, the school recorded an average mark of 551.3, compared with 519.9 for SSG and 500.7 for the State.

## Numeracy – NAPLAN Year 5

Forty-eight Year 5 students achieved significantly higher results than students at Regional and State levels. Year Five students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 68.8% achieving results in Bands 6-8 compared with an average of 54.8% for the state.

The cohort was only slightly represented in Bands 3-5 for Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 31.3% in these bands. This compared very favourably by being 0.66 of the value of state average of 45.1%.

The school continued its delivery of ability-based Mathematics groupings so as to explicitly deliver support, mainstream and acceleration programs throughout 2011.



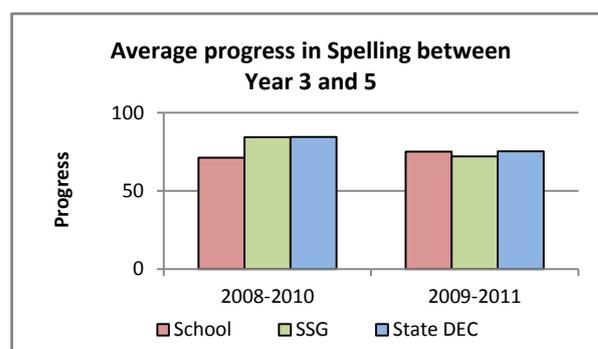
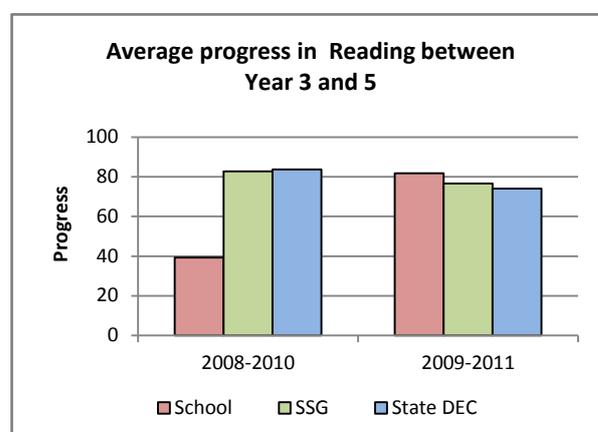
In Year 5 Numeracy, the school recorded an average of 519.0, compared with 505.9 for SSG and 495.9 for the State.

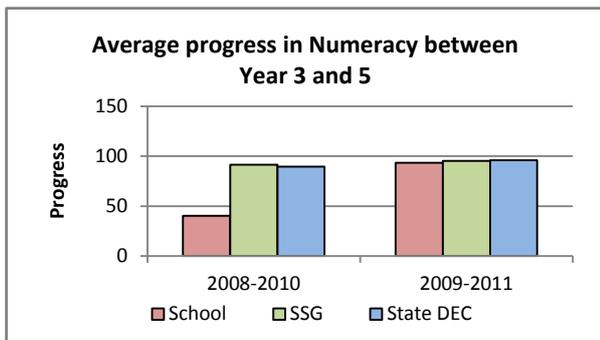
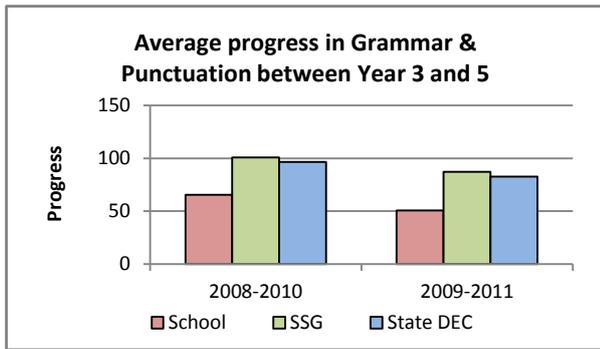
## Progress in Literacy & Numeracy – Years 3-5

The school continues to perform at a favourable level compared to the state average, with average growth either matching or exceeding state averages. The only exception is for Grammar and Punctuation, to which the school is will strategically responded, through the use of and online *Study Ladder* program for home revision, and an explicit scope and sequence.

	HSPA	State
Reading	81.9	74.0
Spelling	75.1	75.4
Writing*	N/A	N/A
Grammar & Punctuation	50.8	82.7
Numeracy	93.3	95.8

\* Average progress for Writing - 2009-2011 is **not** displayed due to the change in the Writing scale from Narrative to Persuasive texts. This will appear from the 2012 Annual School Report.





Whilst the school is below the State’s Average Growth between Years 3 and 5 for Grammar and Punctuation, it should be noted that the HSPA cohort is overly represented in the top three levels, compared with the State. Thus, it is exponentially more difficult for HSPA students to improve. However, the school has in consultation with regional literacy consultants, developed a four-year plan to increase student’s literacy learning and thus move more students who are achieving Bands 3-5 results in Year 3 into Bands 6-8 results in Year 5. This will be enhanced by staff delivery of explicit comprehension strategies in guided reading sessions.

For Numeracy, it should be similarly noted that the HSPA cohort is overly represented in the top three numeracy bands, compared with the State. Thus, it is exponentially more difficult for HSPA students to improve. However, to further support its students, the school has developed a four-year numeracy plan to increase student’s numeracy learning through targeted diagnostic assessment to move more students who are achieving Bands 3-5 results in Year 3 into Bands 6-8 results in Year 5.

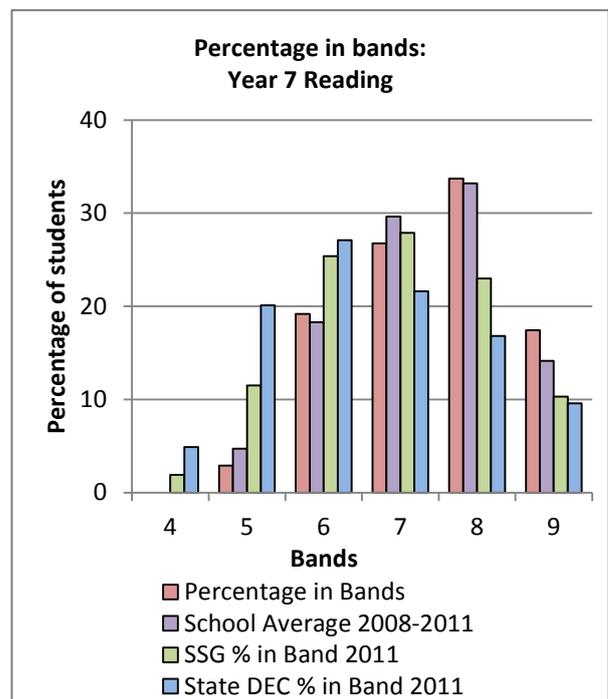
**Literacy – NAPLAN Year 7**

One hundred and seventy-two Year 7 students achieved significantly higher results than students at Regional and State levels. Year Seven students performed well in Reading, Writing, Spelling and

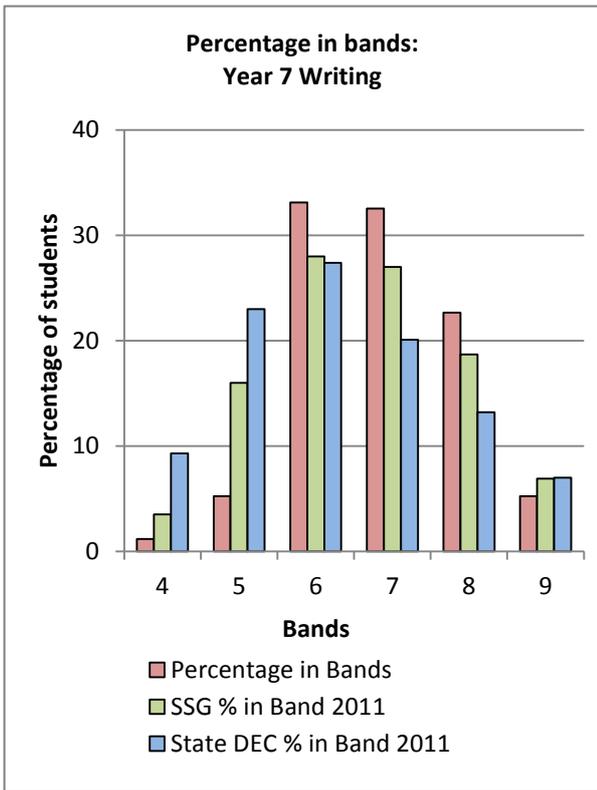
Grammar and Punctuation, with 77.9%, 60.5%, 73.8% and 72.1% respectively achieving results in Bands 7-9 compared with averages of 48.0%, 40.3%, 56.9% and 44.3% for the state.

The cohort was only slightly represented in Bands 4-6 for Reading, Writing, Spelling and Grammar and Punctuation, with 22.1%, 39.5%, 26.2% and 27.3% respectively. This compared very favourably by being between 0.5–0.7 of the value of state averages of 52.1%, 59.7%, 43.1% and 55.8% for the lower three performance bands.

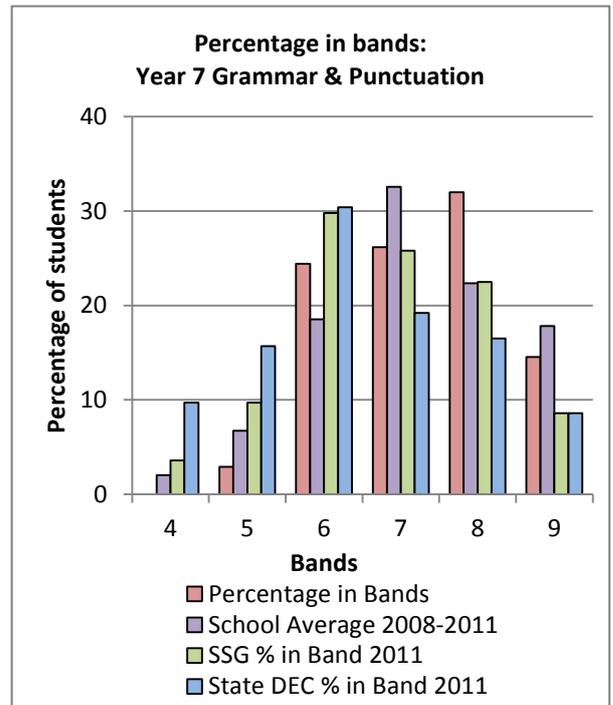
The school continued its delivery of a structured approach to the teaching of explicit scaffolding strategies in rubric-based writing in 2011.



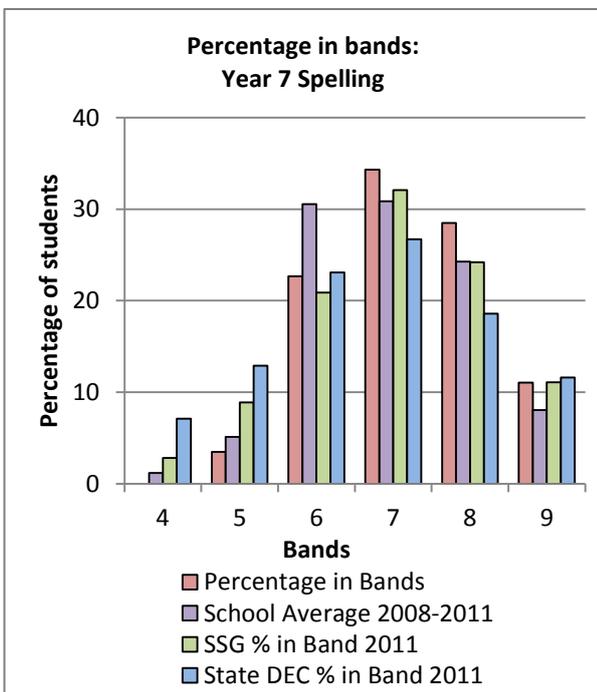
In Year 7 Reading, the school recorded an average mark of 581.2, compared with 552.1 for SSG and 533.3 for the State.



In Year 7 Writing, the school recorded an average mark of 48.4, compared with 535.1 for SSG and 514.9 for the State.



In Year 7 Grammar/Punctuation, the school recorded an average mark of 575.3, compared with 546.2 for SSG and 526.8 for the State.



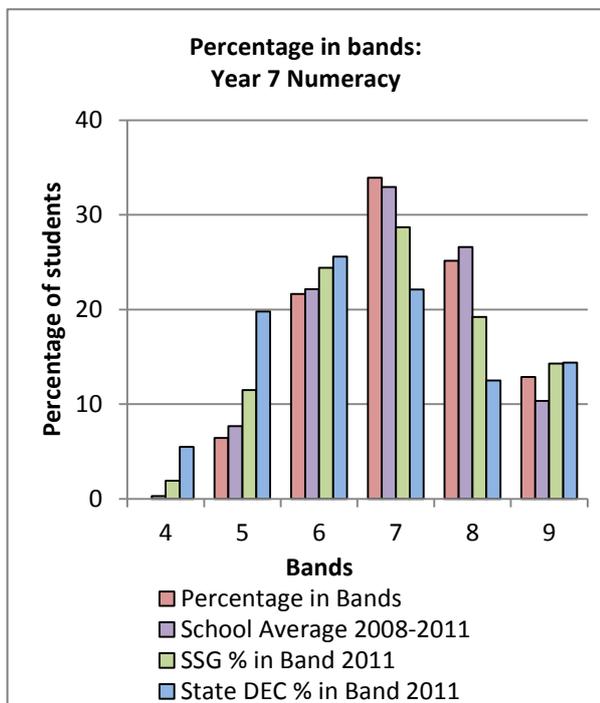
In Year 7 Spelling, the school recorded an average mark of 564.2, compared with 554.2 for SSG and 539.8 for the State.

## Numeracy – NAPLAN Year 7

One hundred and seventy-one Year 7 students achieved significantly higher results than students at SSG and State levels. Year 7 students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 71.9% achieving results in Bands 7-9 compared with an average of 49.0% for the state.

The cohort was only slightly represented in Bands 4-6 for Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 28.1% in these bands. This compared very favourably by being 0.55 of the value of state average of 50.9%.

The school extended its delivery of ability-based Mathematics groupings into Stage Four commencement so as to explicitly deliver support, mainstream and acceleration programs throughout 2011.



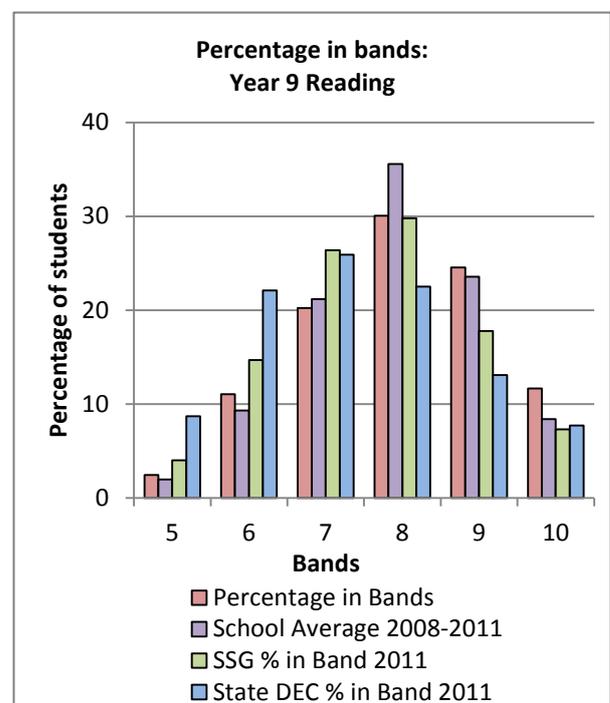
In Year 7 Numeracy, the school recorded an average mark of 564.7, compared with 556.1 for SSG and 540.3 for the State.

## Literacy – NAPLAN Year 9

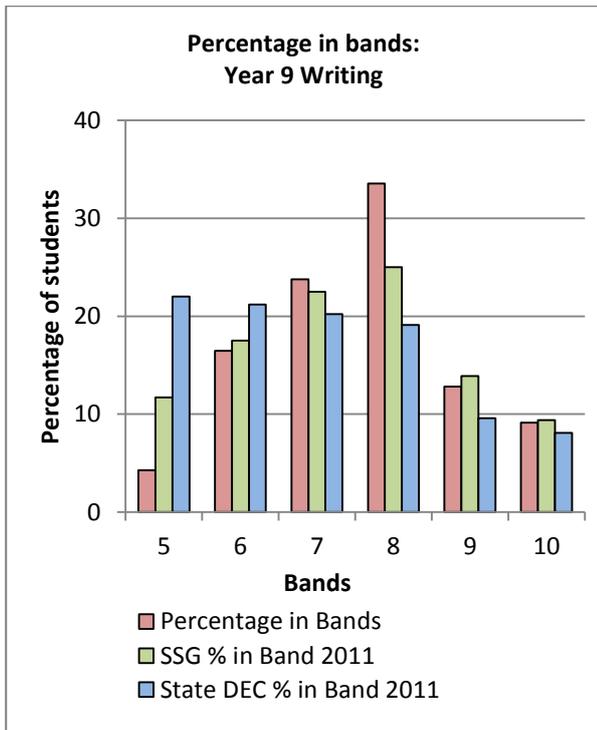
One hundred and sixty-four Year 9 students achieved significantly higher results than students at Regional and State levels. Year 9 students performed well in Reading, Writing, Spelling and Grammar and Punctuation, with 66.3%, 55.5%, 64.0% and 63.4% respectively achieving results in Bands 8-10 compared with averages of 43.3%, 36.8%, 51.0% and 43.1% for the state.

The cohort was only slightly represented in Bands 5-7 for Reading, Writing, Spelling and Grammar and Punctuation, with 33.7%, 44.5%, 36.0% and 36.6% respectively. This compared very favourably by being between 0.5–0.6 of the value of state averages of 56.7%, 63.4%, 48.8% and 56.9% for the lower three performance bands.

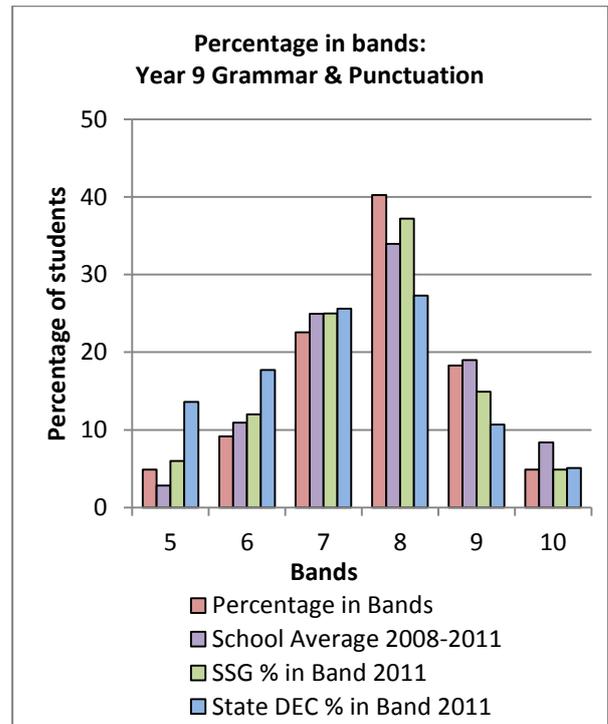
The school continued its delivery of a structured approach to the teaching of explicit scaffolding strategies in rubric-based writing in 2011.



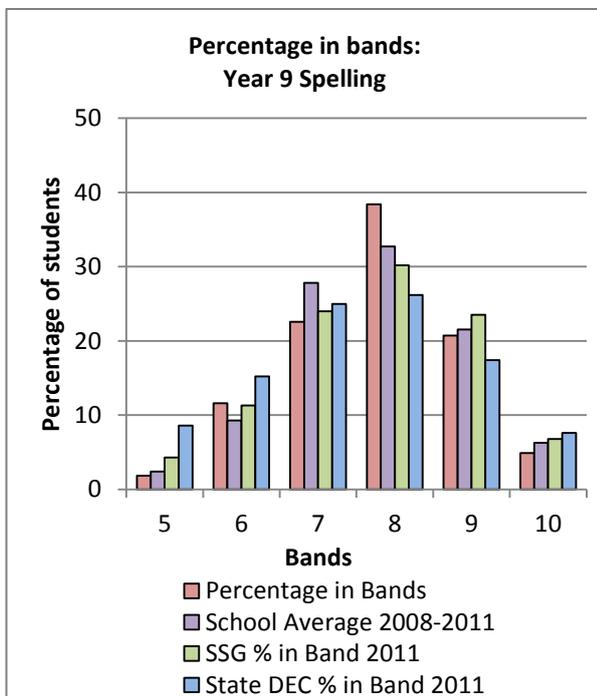
In Year 9 Reading, the school recorded an average mark of 606.3, compared with 589.8 for SSG and 573.2 for the State.



In Year 9 Writing, the school recorded an average mark of 585.4, compared with 574.1 for SSG and 547.2 for the State.



In Year 9 Grammar/Punctuation, the school recorded an average mark of 594.8, compared with 586.5 for SSG and 564.4 for the State.



In Year 9 Spelling, the school recorded an average mark of 595.7, compared with 595.6 for SSG and 5681.2 for the State.

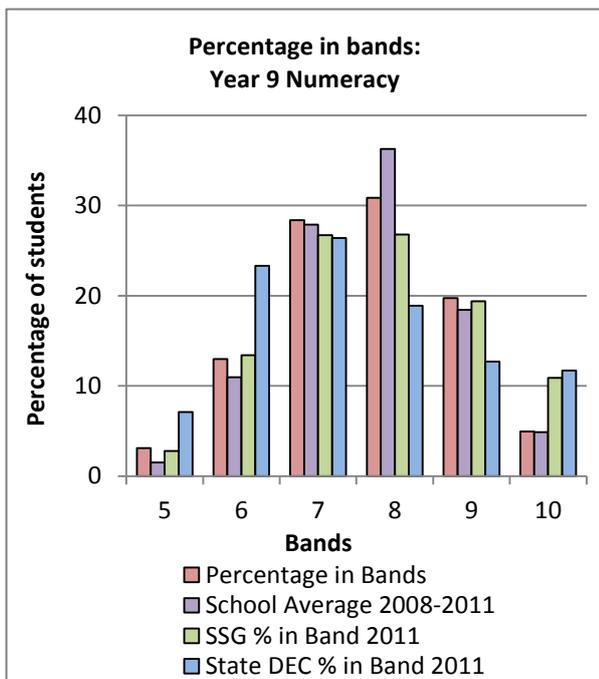
### Numeracy – NAPLAN Year 9

One hundred and sixty-two Year 9 students achieved significantly higher results than students at SSG and State levels. Year 9 students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 55.6% achieving results in Bands 8-10 compared with an average of 43.3% for the state.

The cohort was only slightly represented in Bands 5-7 for Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 44.4% in these bands. This compared very favourably by being 0.75 of the value of state average of 56.8%.

The school extended its delivery of ability-based Mathematics groupings in Stage 5 commencement so as to explicitly deliver support, mainstream and acceleration programs throughout 2011.

In Year 9 Numeracy, the school recorded an average mark of 589.7, compared with 599.2 for SSG and 581.5 for the State.



### Progress in Literacy & Numeracy – Years 7-9

The school continues to perform at a favourable level compared to the state average, with average growth either matching or exceeding state averages. The school is explicitly responding to the need for growth through the employment of an online portal in 2012 so that parents and students can access work on spelling and grammar and punctuation practice at home.

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

For Literacy, the school has in consultation with regional literacy consultants, developed a four-year plan (2011-2014) to increase student's literacy learning and thus move more students who are achieving Bands 7-9 results in Year 7 into Bands 8-10 results in Year 9.

For Numeracy, the school has begun implementation of its four-year numeracy plan (2011-2014) to increase student's numeracy learning through targeted diagnostic assessment and thus move more students who are achieving Bands 7-9 results in Year 7 into Bands 8-10 results in Year 9. This will be achieved through the addition of extra staffing to support the delivery of ability-based extension and support teaching.

## Essential Schools Science Assessment

The results for the HSPA 2011 cohort continued the same pleasing pattern as previous years. Overall, the HSPA results (average 87.9) were above the state average (85.0) and the average for the Hunter/Central Coast Region (83.5). School averages were above the SSG and State averages in every area assessed.

Overall achievement by the cohort was outstanding, with 80% of students reaching the top Achievement Levels 4, 5 or 6 compared to 61% state-wide and 55% regionally. No student in the achieved a result in Level 1.

	HSPA	Region	State
<b>Overall</b>	87.9	83.5	85.0
<b>Extended Response</b>	86.2	82.7	84.3
<b>Knowing &amp; Understanding</b>	87.8	83.3	85.1
<b>Communicate Scientifically</b>	90.0	83.6	85.3
<b>Working Scientifically</b>	87.8	84.2	85.2

### School Certificate - Years 9-10

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

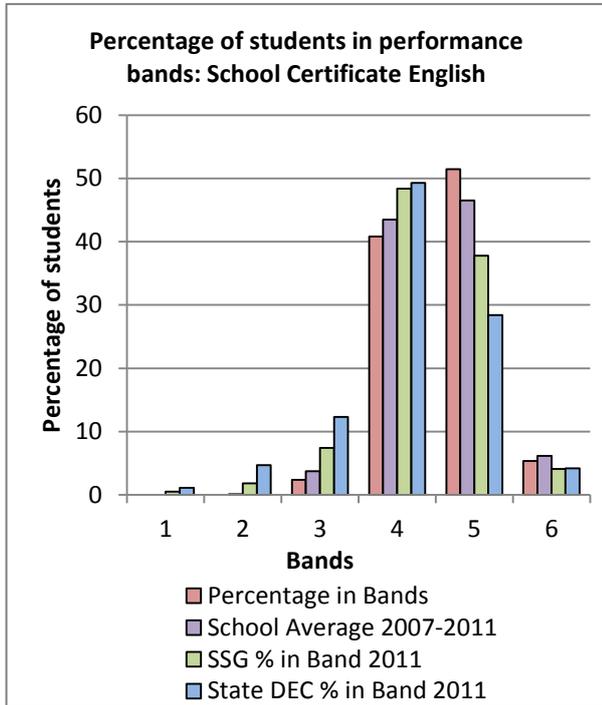
In the Year 10 Computer Skills Assessment (CSA) examination, the performance of students is reported in three performance bands ranging from Competence Not Demonstrated (lowest) to Highly Competent (highest).

#### School Certificate English

In English, the school average mark was 80.6% as compared to 75.6% for the State and 77.9% for the SSG. Ninety-eight percent of students achieved in the top three School Certificate Bands compared to 81.9% state-wide. This result also compares favourably with the school's five-year average of 96.1% from 2007-2011 and the SSG average of 90.3%.

The School exceeded its five-year average of numbers of students in each of the top three bands with 40.8%, 51.5% and 5.3% respectively for Bands 4, 5 and 6 in comparison with 43.5%, 46.5% and 6.1% for HSPA 2007-2011. In 2011, students continued to value-add at equivalent levels to five-year school averages (2007-2011).

No students achieved a result in Bands 1-2, with less than 3% achieving a Band 3. This compared with 5.8% and 12.3% for the State, respectively in Bands 1-2 and Band 3.

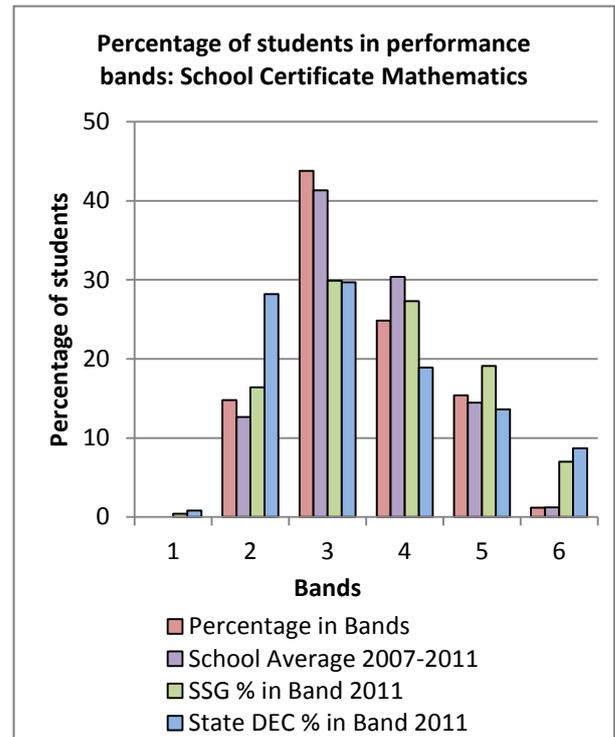


### School Certificate Mathematics

In Mathematics, the school average mark was 69.4% as compared to 68.9% for the State and 71.5% for the SSG. Forty-one point four percent of students achieved in the top three School Certificate Bands compared to 41.2% state-wide. This result is slightly under the school's five-year average of 46.0% from 2007-2011 and the SSG average of 53.4%.

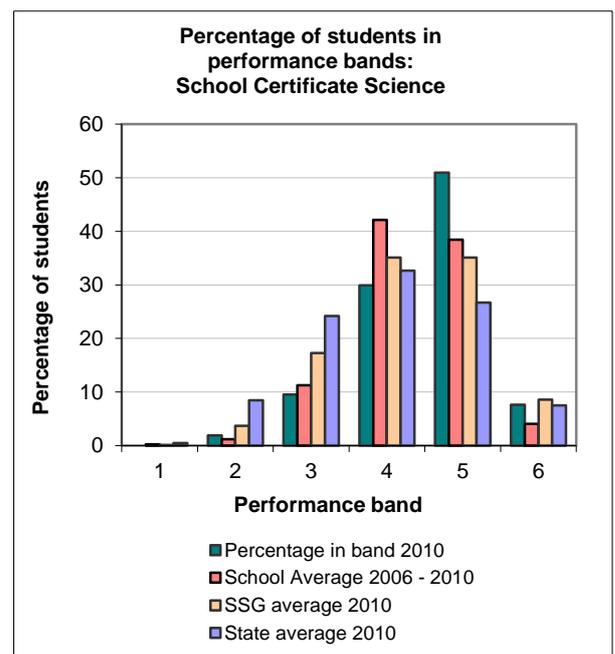
Advanced Mathematics Level 5.3 Grades were achieved by 34% of students, with 68% of these students receiving Grade A's. This is comparable with the state average. Comparisons with external measures are favourable with the school recording a 69% average as opposed to 70% for the State average.

The school's results in the Number and Measurement strands place it above the state. Patterns & Algebra and Space & Geometry are equal to the state, with school averages for Data similar to that of the state. The school's value-adding for 2011 was slightly lower than its five-year average, being -2.1 as opposed to -1.3.



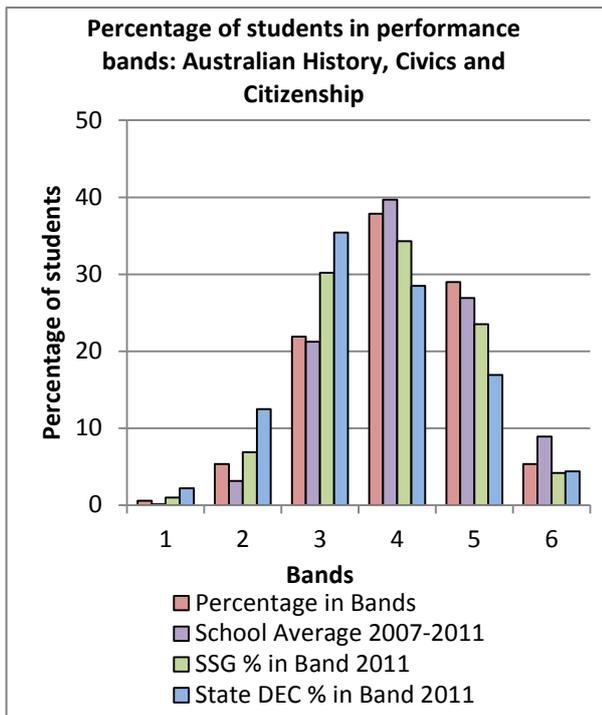
### School Certificate Science

In Science, the school average mark was 76.3% as compared to 73.6% for the State and 75.9% for the SSG. Eighty-four percent of students achieved in the top three School Certificate Bands compared to 63.6% state-wide. This result also compares favourably with the school's five-year average of 85.3% from 2007-2011 and the SSG average of 75.5%.



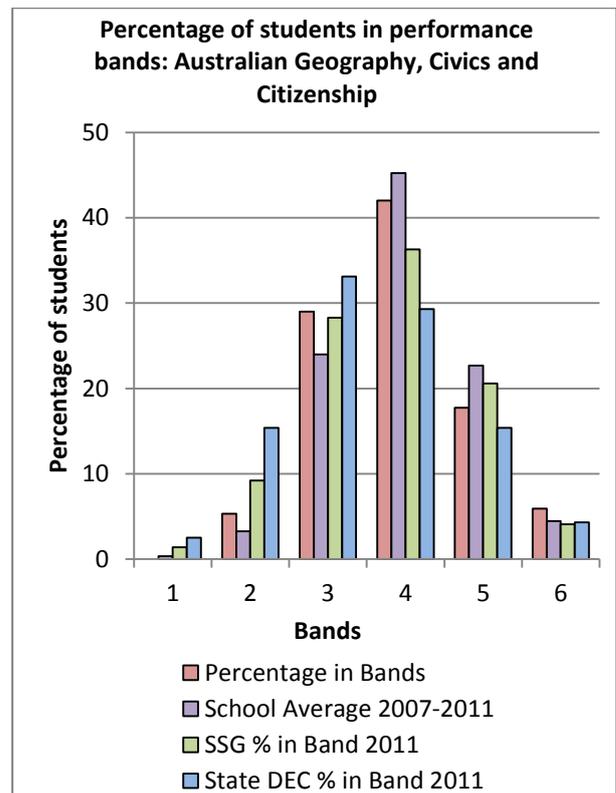
### School Certificate History

In Geography, the school average mark was 75.3% as compared to 70.1% for the State and 72.8% for the SSG. Seventy-two percent of students achieved in the top three School Certificate Bands compared to 49.8% state-wide. This result also compares favourably with the school's five-year average of 75.5% from 2007-2011 and the SSG average of 62.0%.



### School Certificate Geography

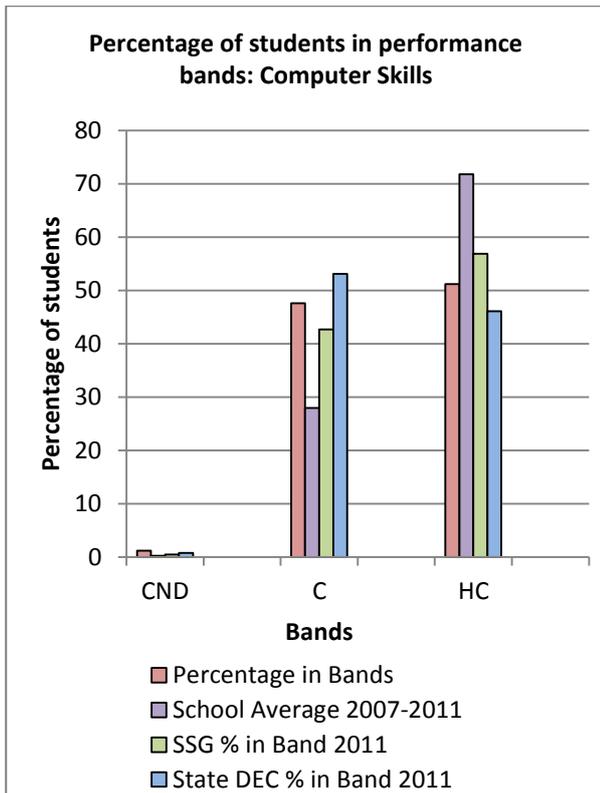
In Geography, the school average mark was 73.5% as compared to 69.7% for the State and 72.3% for the SSG. Sixty-five percent of students achieved in the top three School Certificate Bands compared to 49.0% state-wide. This result also compares favourably with the school's five-year average of 72.4% from 2007-2011 and the SSG average of 61.0%.



### School Certificate Computer Skills

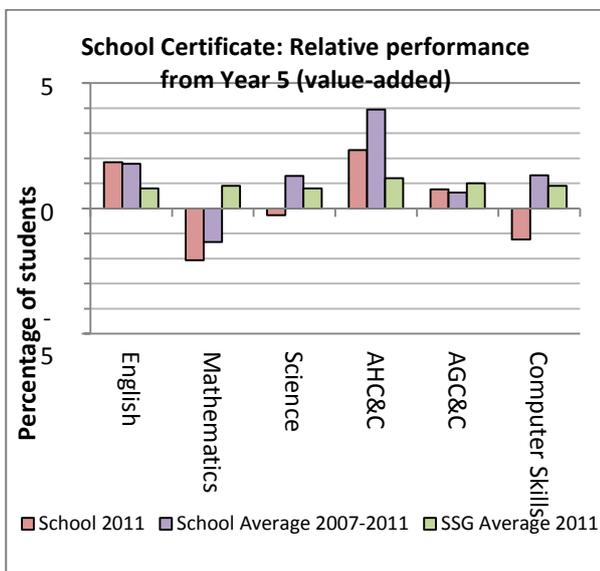
In Computer Skills, 51.2% of students gained a result in the top band compared with 46.1% state-wide. Eighty-six students achieved a Highly Competent result, with 80 achieving a Competent result. Two students were in the lowest band. This is well above the state average. Comparisons with external measures are favourable with the school recording a 79.8% average as opposed to 79.7% for SSG and 76.8% for State averages.

Growth from Years 5-10 was slightly down on 2006-2010 and 2007-2011 averages. The rollout of 60 laptops as part of two mini-labs in Years 2-6; the rollout of another 60 netbooks in Years 7-8 and all Year 9-12 having their own netbook will be combined with targeted technology training of all staff in 2012, including Edmodo, Tumblr, MOODLE and other online learning opportunities. This roll-out of technology and resources will assist in overcoming the slightly lower growth.



**School Certificate relative performance comparison to Year 5 (Value-Adding)**

The school achieved pleasing value-added figures when comparing Year 5-10 growth figures. Three of the six assessable areas of learning recorded positive growth figures of between 0.8-2.3 in comparison to a statistical state average of 0. English, History and Geography continue to provide strong value-adding from Year 5 for students, respectively 1.8, 2.3 and 0.8 points higher growth than the state.



Value-Adding Year 5 (2005) to Year 10 (2010)				
Course	HSPA 2011	HSPA Ave. 2007 - 2011	SSG Average 2011	State 2011
English	1.8	1.8	0.8	0.0
Mathematics	-2.1	-1.3	0.9	0.0
Science	-0.3	1.3	0.8	0.0
Australian History, Civics and Citizenship	2.3	3.9	1.2	0.0
Australian Geography, Civics and Citizenship	0.8	0.6	1.0	0.0
Computer Skills	-1.2	1.3	0.9	0.0

**School Certificate Dance**

Fifty-five students completed the 200-hour Dance course, with 35% achieving a Grade A award and 29% achieving a Grade B.

Six students completed the 100-hour Dance course, with 20% achieving a Grade A or Grade B.

**School Certificate Drama**

Sixty-seven students completed the 200-hour Drama course, with 24% achieving a Grade A award and 34% achieving a Grade B.

Ten students completed the 100-hour Drama course, with 50% achieving a Grade A or Grade B.

**School Certificate Music**

Sixty-six students completed the 200-hour Music course, with 26% achieving a Grade A award and 47% achieving a Grade B.

Eleven students completed the 100-hour Music course, with 18% achieving a Grade A or Grade B.

**School Certificate Visual Arts**

Thirty-seven students completed the 200-hour Visual Arts course, with 24% achieving a Grade A award and 24% achieving a Grade B.

Twenty-two students completed the 100-hour Visual Arts course, with 27% achieving a Grade A award and 32% achieving a Grade B.

Eighteen students completed the 200-hour Photography & Digital Media course, with 39% achieving a Grade A award and 22%, a Grade B.

## School Certificate Personal Development, Health and Physical Education

One hundred and seventy students completed the Personal Development, Health and Physical Education course, with 10% achieving a Grade A award and 32% achieving a Grade B.

## School Certificate Technological and Applied Sciences

Seventeen students completed the 200-hour Design & Technology course, with 18% achieving a Grade A award and 24% achieving a Grade B.

Twenty students completed the 200-hour Food Technology course, with 10% achieved a Grade A award and 20% achieving a Grade B.

Seventeen students completed the 200-hour Industrial Technology course, with 6% achieving a Grade A award and 41% a Grade B.

Twenty students completed the 100-hour Textiles course, with 50% achieving a Grade A award and 20% achieving a Grade B.

2011 School Certificate Band 6 Awards	
<b>English</b>	Jessie Alston, Bronte Glover, Kathryn Hutchinson, Sarah Moran, Henry Nelson, Kate Prichard, Olivia Richie.
<b>Mathematics</b>	Jessie Gibson and Daniel Ryan.
<b>Science</b>	Jamie Dicks, Jessie Gibson, Joshua Hartigan, Sarah Moran, Tegan Pederson and Daniel Ryan.
<b>Australian Geography, Civics and Citizenship</b>	Jamie Dicks, Jessie Gibson, Lauren Heaton, Hannah Jordan, Sophia Lamont, Jessie Lancaster, Sarah Moran, Kyra Parry-Williams, Kate Prichard and Daniel Ryan.
<b>Australian History, Civics and Citizenship</b>	Kendell Dowton, Jessie Gibson, Lucy Herms, Renee Johnston, Kyra Parry-Williams, Kate Prichard, Olivia Ritchie, Daniel Ryan and Jessica Schultz.

## Higher School Certificate Years 11-12

The school continued to achieve significant success in the 2011 HSC, with most of its students achieving a Band 4 or higher. In one of the school's best ever HSC years, students achieved 235 Band 5 and 65 Band 6 results. A significant number of students placed on the HSC Distinguished Achievers lists.

## English Department

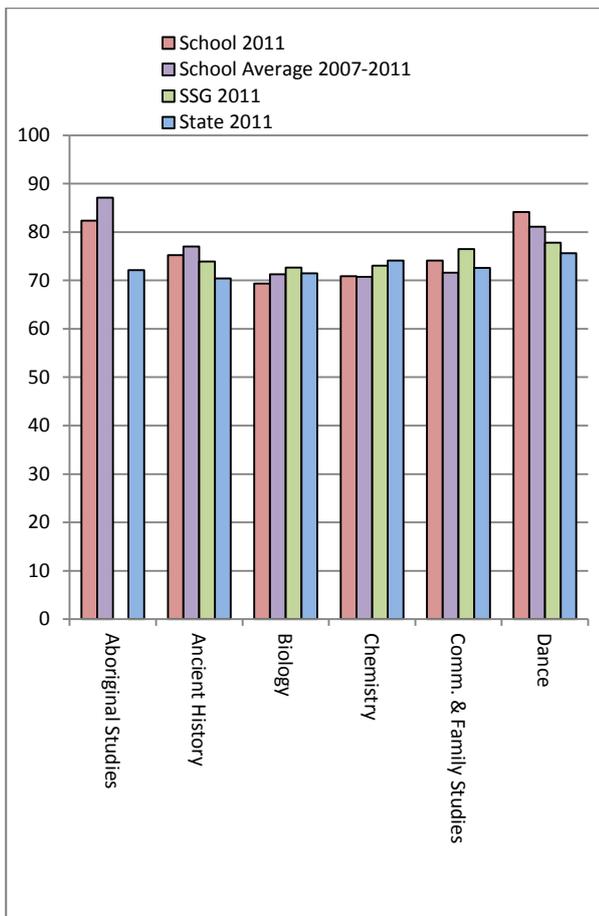
In Standard English, the school average of 68.9% was 6% higher than the State average of 62.8%. Fifty-seven percent of students achieved a result in the top three bands compared with 38.8% of the students state-wide.

In Advanced English, the school average of 77.8% was 1.3% lower than the State average of 79.1%. Eighty-eight percent of students achieved a result in the top three bands compared with 88.1% of the students state-wide.

In English Extension 1, the school average of 66.9% was lower than the State at 79.5%. In English Extension 2, the school average of 71.7% was lower than the State at 78.3%.

The English Faculty has responded to the results by undertaking a review of its practices and seeking consultancy from the Hunter/Central Coast Regional NSW Board of Studies Liaison Officer. The aim is strategically improved delivery of teaching and learning practices and ultimately, higher HSC Examination results.

2011 HSC Band 6 Awards	
<b>Aboriginal Studies</b>	Sidney Atkinson and Jacqueline Thomas.
<b>Ancient History</b>	Bianca Lee, Natasha Lennard, Brooke Maund and Moira Peddie.
<b>Dance</b>	Bridget Gerdson, Roxanne Jackson, Megan Kennewell, Adam Loiterton, Charlotte Smalley-Hoole, Tynan Wood and Ashlee Winmill.
<b>Drama</b>	Jack Gow.
<b>Earth and Environmental Science</b>	Brooke Maund.
<b>History Extension</b>	Bianca Lee and Natasha Lennard.
<b>Industrial Technology</b>	Riley Turnbull, Jack Horsley and Brett Dixon.
<b>Mathematics</b>	Victoria Bonamy.
<b>Mathematics Extension 1</b>	Jacob Neale and Siqi Pan.
<b>Mathematics Extension 2</b>	Roxanne Jackson, Jacob Neale, Siqi Pan and Ryan Slavin.
<b>Modern History</b>	Maquel Brandimarti and Natasha Lennard.
<b>Music 1</b>	Tamara Abbott, Kelsie Alexander, Brooke Almond, Samuel Christie, Georgia Coleman, Rachel Davies, Thomas Dawson, Anika Day, Ashleigh Dives, Daniel Gordon, Laura Honeysett, Jarred Hoogwerf, Elizabeth Hughes, Edmund Jarrett, Kirstie Mclone, Lachlan McMaster, Siqi Pan, Neree Pepperall, Christopher Quinton, Miranda Tickner and Elena Yanis.
<b>Music 2</b>	Jacob Neale.
<b>Music Extension</b>	Jacob Neale.
<b>Society &amp; Culture</b>	Bianca Lee, Sophie Herms, Adriane Kolbas, Natasha Lennard and Brita Penfold.
<b>Studies of Region I</b>	Adriane Kolbas, Bianca Lee, Natasha Lennard, Brita Penfold.
<b>Studies of Region II</b>	Victoria Bonamy.
<b>Visual Arts</b>	Moira Peddie and Ashleigh Dives



### Mathematics Department

In General Mathematics, the school achieved similar results to state averages. This is a consistent pattern of the past 5 years. In General Mathematics, 52.0% of students scored marks in the top three bands. This is similar to the state average of 50%. No Band 6 results were achieved, compared to 6.6% for the state.

In Mathematics, 47% of students achieved a result in the top three bands compared to 78% for the State. These results were lower than the state average. No Band 6 results were achieved, compared to 5.9% for the state.

In Mathematics Extension 1, all of the eight students achieved an E4 band result (Band 6 equivalent), representing 75% of the candidature as opposed to 46% for the state.

In Mathematics Extension 2, 20% of students achieved an E4 result (Band 6 equivalent), with the remaining 80% students achieving an E3 band result (Band 5 equivalent) as opposed to 53% for the state. Eighty percent of students received a notional Band 6 for the examination due to their selection of Mathematics subjects for the HSC.

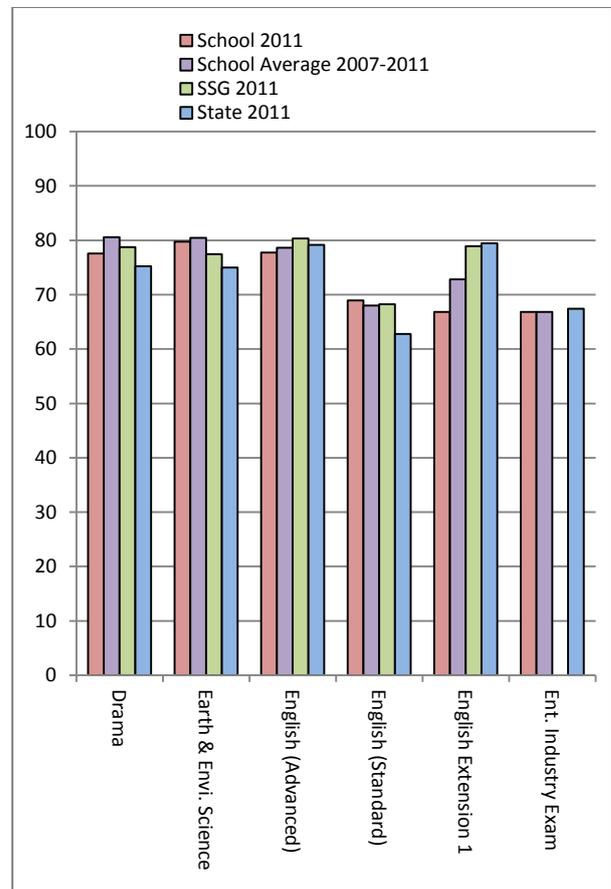
### Science Department

In Earth and Environmental Science (EES), 50% of HSPA students achieved Band 5 or Band 6 compared with less than 41% state-wide. Every HSPA student achieved a Band 3 or better. HSPA EES students achieved an average HSC mark of 79.8% compared to 75.0% state-wide and 77.5% for the SSG.

In Physics, 30% of HSPA students achieved Band 5 or 6 compared with 36.2% state-wide. Every HSPA student achieved a Band 2 or better. HSPA Physics students achieved an average HSC mark of 71% compared with 74.5% state-wide and 72.7% for the SSG.

In Chemistry, 23% of HSPA students achieved Band 5 or 6 compared with 40% state-wide. HSPA Chemistry students achieved an average HSC mark of 71% compared with 74.1% state-wide and 73.1% for the SSG.

In Biology, 53% of HSPA students achieved Band 4 or above compared with 61% state-wide. Every HSPA student achieved a Band 2 or better. HSPA Biology students achieved an average HSC mark of 69.4% compared with 71.5% state-wide and 72.6% for the SSG



## Human Society & Its Environment

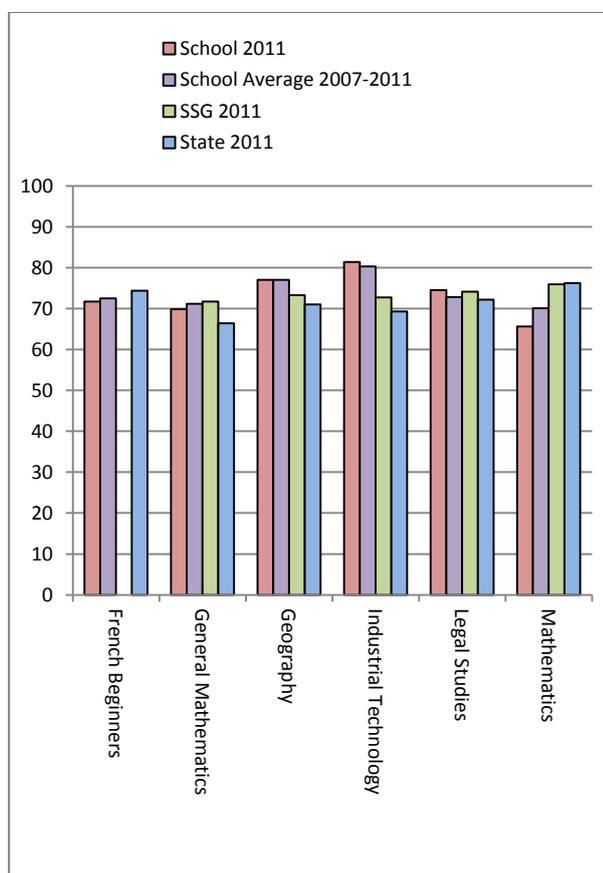
Students in the majority of HSIE subjects performed well above SSG and State averages in 2011, and over the longer term from 2007-2011. This represents a significant and long-term trend of continuous quality teaching in these subjects.

In Aboriginal Studies, 67% of the cohort achieved at Band 5 or Band 6, compared with 33% for the state. One hundred percent of students achieved a result in the top three bands.

In Society and Culture, students achieved excellent results, with the school average mark being 7.3% higher than that of the state. Sixty-six percent of students achieved a Band 5 or 6 result, compared with 33% state-wide. Natasha Lennard achieved the 3<sup>rd</sup> highest HSC result in the state.

The entire Studies of Religion 1 cohort achieved results in the top three bands, with an average mark 4.0% higher than the state. Eighty-nine percent of students achieved a Band 5 or 6 result compared with 48% state-wide. Thirty-eight percent of students in Studies of Religion 2 unit achieved a mark in the top two bands.

In Legal Studies and Geography, 35% and 30% of cohorts respectively achieved a Band 5-6 result.



History Extension results were very strong in 2011, with 100% of the cohort achieving Band 5 or 6 results, compared with 73% state-wide. In Ancient History, 45% of students attained a Band 5 or 6 result compared with 39% for the state. For Modern History, 39% of students achieved a Band 5 or 6 result, compared with 44% for NSW.

## Music Department

The school's Music results were outstanding in 2011, with 100% of students achieving grades in the top three bands. Students in all three Music courses achieved a total of 23 Band 6 results and 26 Band 5 results. This represented the most outstanding year of HSC Music results at Hunter School of the Performing Arts.

Music 1 candidature achieved another strong set of results in 2011, with an average of 87.2% in comparison to the state average of 80.2%. Band 6 awards were achieved by 21 students (42% of candidature) as opposed to 15% for the state. Twenty-two students achieved a Band 5 (44%) which was the same for the state. All students achieved a result in the top three bands opposed to the state, which was 85%.

In Music 2 and Music Extension, students performed at outstanding levels in two rigorous courses. Band 5 and 6 results were achieved by 75% of the Music 2 candidature, compared with 83% for the state. Jacob Neale achieved the highest result in the state for both Music 2 and Music Extension.

## Dance and Drama Department

The school average for Dance was 8.5% higher than the state average. Six students achieved a Band 6 result, which represented 25% of the candidature as opposed to 11% for the state. Fourteen students achieved a Band 5 result, which represented 58% of the candidature as opposed to 30% for the state. Twenty-two students (92%) received a Band 4 or higher, compared to the state, which was 72%.

The school average for Drama was 2% higher than the state average. Band 6 results were achieved by 2.5% of the candidature as opposed to 11.4% for the state. Band 5 results were achieved by 33% of students compared with 32% for the state. Thirty-eight students (91%) achieved a Band 4 or higher as opposed to the state, which was 80%.

## Visual Arts Department

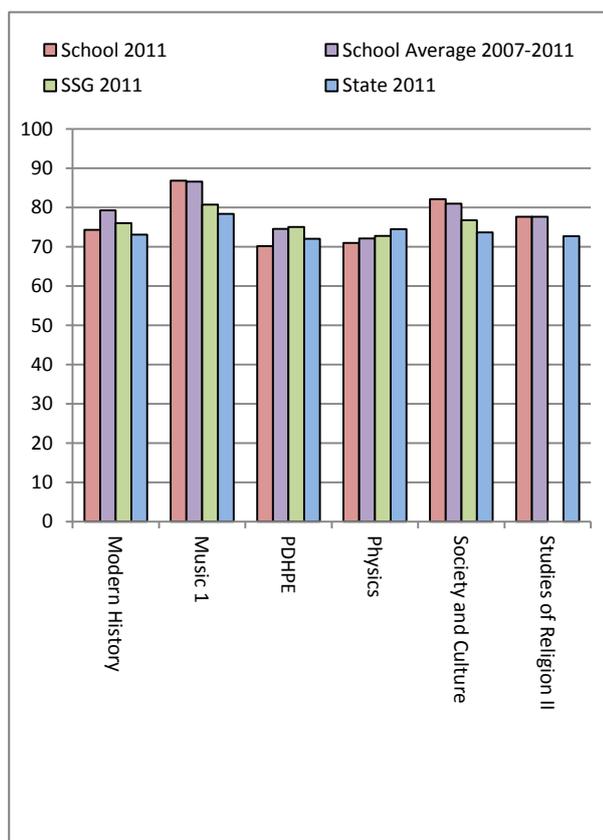
Visual Arts continues to rank highly within the school, and in comparison state and school averages. The school average of 77.0% was similar to the state average of 78.0%. For 22 students, Visual Arts represented their highest HSC result. For the remaining 36 of the Visual Arts candidature, it was the second-highest result.

In Visual Arts, Band 6 results were achieved by 3.4% of students with a further 41.6% achieving a Band 5 result. A further 44% of students achieved a Band 4, with only 11% achieving a Band 3 result. No student achieved a result in Bands 1-2.

## Personal Development, Health and Physical Education Department

High student achievement was attained in 2-unit PDHPE, with 10% students achieving Band 5 results and 48% students achieving a Band 4 result. Overall school achievement was 3.99% lower than SSG and state averages.

In Community and Family Studies, 27% of students achieved a Band 5 result and 45% of students achieving a Band 4 result. Overall achievement was 0.29% above the SSG and state averages.



## Technological and Applied Studies Department

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

Industrial Technology (Timber and Furnishing) continues to be well supported and combines a practical component-Major Project (70%) and a theoretical examination (30%). This year, students presented a variety of projects including a timber surfboard; a flat-pack desk utilising recycled material and a ten-seat outdoor dining table. The class average results for Industrial Technology (81.4%) are significantly above the state average (69.3%) with all students achieving at Band 4 or higher. The class achieved three Band 6 and seven Band 5 results from a candidature of 14 students. One student produced a Major Project to a standard suitable for inclusion in the InTech display incorporated with the Sydney Wood Show.

Food Technology continued to develop in the school curriculum after its re-introduction in 2010. The class average (74.3%) was well above that of the state (70.4%), despite no Band 6 results being achieved.

Textiles and Design students produced an excellent range of Major Design Projects (MDP) that demonstrated a wide variety of skills and techniques. The class average 73.9% was slightly above the state average (73.5%). Although no Band 6 results were achieved, the quality of MDP's indicated significant levels of achievement and skills development in all students enrolled.

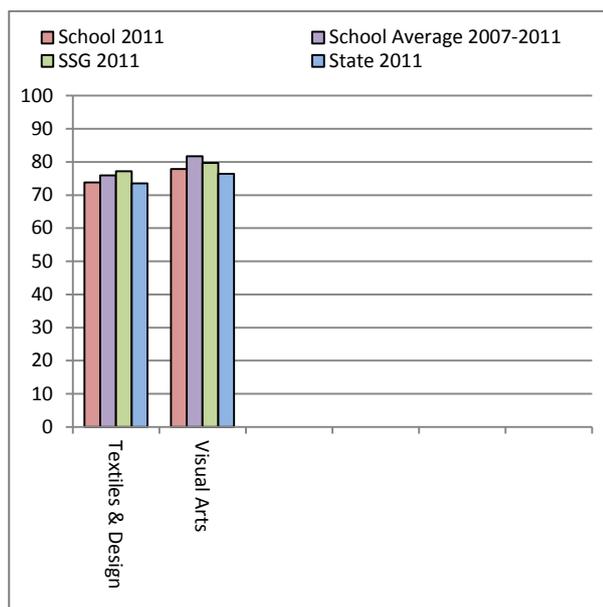
## Vocational Education Training

Students in these courses have continued to benefit from the school's close liaison with the Civic Theatre and now have the advantage of access to a purpose-built \$1 million commercial kitchen, under the Newcastle Trade Training Centre; in addition to the \$7 million Hunter Theatre. This has allowed the students in the course the opportunity to be accredited with a wider range of competencies based on real world experiences in professional environments. The new kitchen facility enabled students to undertake the Commercial Cookery strand, which was previously unavailable to them at the school.

Hunter School of the Performing Arts had candidates undertaking studies in Entertainment Industry Framework (Music/Theatre) and Hospitality courses based on site. These courses are competency-based, with the HSC examination being optional. The school average for Entertainment Industry of 66.9% was slightly lower than the state average of 67.4%. The school average for Hospitality of 76.3% was slightly above the state average of 74.5%.

## Languages Department

French Beginners achieved strong results in 2011. The candidature performed well with 35% of students achieving a Band 5 result, compared with 25% for the state. Thirty-five percent of students achieved a Band 4, compared to the state average of 30%, with a further 20% achieving a Band 3 result. The French Beginners course is a popular choice for many students as it equips them with many skills necessary for future careers or further study in Hospitality or Tourism.



## HSC Comparisons (State and Statistically Similar Groups)

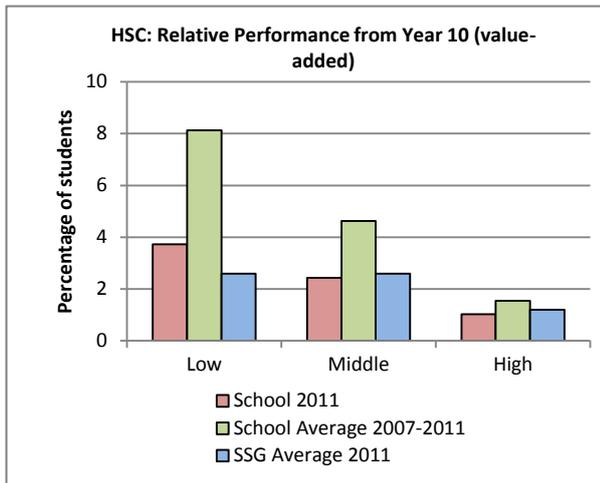
NB: School means and graphs are only provided for courses with ten or more candidates within the school. SSG data is not displayed for courses where there are less than 250 enrolled state-wide or 100 in the relevant SSG. Therefore, means for English Extension 2, Food Technology, History Extension, Hospitality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

Course	HSPA 2011	HSPA Ave. 2007-2011	SSG 2011	State 2011
Aboriginal Studies	82.4	87.1	n/a	72.1
Ancient History	75.3	77.0	73.9	70.4
Biology	69.4	71.3	72.6	71.5
Comm. & Family Studies	74.1	71.6	76.5	72.6
Chemistry	70.9	70.8	73.1	74.1
Dance	84.1	81.1	77.8	75.7
Drama	77.6	80.6	78.7	75.2
Earth & Environmental Sci.	79.8	80.4	77.5	75.0
English Advanced	77.8	78.6	80.3	79.1
English Standard	68.9	68.0	68.2	62.8
English Extension 1	66.9	72.8	79.0	79.5
Entertainment Ind. Exam	66.9	66.9	n/a	67.4
French Beginners	71.7	72.5	n/a	74.4
General Maths	69.8	71.1	71.7	66.4
Geography	77.0	77.0	73.3	71.0
Industrial Technology	81.4	80.3	72.7	69.3
Legal Studies	74.5	72.8	74.1	72.2
Mathematics	65.6	70.0	75.9	76.2
Mod. History	74.3	79.2	76.0	73.1
Music 1	86.8	86.5	80.7	78.3
P.D.H.P.E.	70.1	74.5	75.0	72.0
Physics	71.0	72.1	72.7	74.5
Studies of Religion II	77.6	77.6	n/a	72.7
Society & Culture	82.1	81.0	76.7	73.6
Textiles & Design	73.9	76.0	77.2	73.5
Visual Arts	77.9	81.7	79.7	76.5

## HSC relative performance comparison to SC (Value-Adding)

The school achieved pleasing value-added figures when comparing Year 10-12 growth figures. In each of the three assessable performance bands, the school recorded positive growth figures of between 0.2 and 1.1 higher than the SSG, in comparison to a statistical state average of 0, but slightly under-performed, against each of its own five-year averages.

HSC: Value-Adding Year 10 (2009) to Year 12 (2012)			
Performance Band	School 2011	School Average 2007-2011	SSG Average 2011
Low	3.7	8.1	2.6
Middle	2.4	4.6	1.5
High	1.0	1.5	1.2



### Minimum standards

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

Students who do not meet minimum national standards have been identified and are supported by the school through its Support Teacher Learning Assistance programs. Mr John Matthews and Mrs Sally West, School Learning Support Coordinators (SLSC) and Mrs Sandra Longworth & Mr Stephen Hudson, School Learning Support Officers (SLSO) coordinated these programs in combination with regional services offered to enable identified students to be specifically supported in literacy and numeracy and other subject areas across the junior, middle and senior schools.

Percentage of Year 3 students achieving at or above minimum standard in 2011 (incl. exemptions).	
Reading	93.8
Writing	100.0
Spelling	100.0
Punctuation and grammar	93.8
Numeracy	100.0

Percentage of Year 5 students achieving at or above the minimum standard in 2011 (incl. exemptions).	
Reading	100.0
Writing	97.9
Spelling	97.9
Punctuation and grammar	97.9
Numeracy	100.0

Percentage of Year 7 students achieving at or above the minimum standard in 2011 (incl. exemptions).	
Reading	100.0
Writing	98.8
Spelling	100.0
Punctuation and grammar	100.0
Numeracy	100.0

Percentage of Year 9 students achieving at or above the minimum standard in 2011 (incl. exemptions).	
Reading	97.5
Writing	95.7
Spelling	98.2
Punctuation and grammar	95.1
Numeracy	96.9

## Significant Programs and Initiatives.

### Aboriginal Education

The Aboriginal Education and Training Policy and supporting implementation documents have informed the development in Aboriginal Education at HSPA in 2011. Building on already strong academic results for our Aboriginal students, staff have audited and modified teaching and learning programs to embed not only Aboriginal perspectives into student learning but also to use Aboriginal pedagogies, such as '8 ways of learning', to support quality teaching and learning for all students.

2011 saw our first successful 'Yarn Up' where Aboriginal families were invited to the school to celebrate the performing arts achievements of their students, meet the HSPA Aboriginal Education Team and members of the local Moolibinbah Aboriginal Education Consultative Group and to work on student PLPs in a relaxed and friendly atmosphere.

Three specialist tutors were employed, with approval from the local AECG, through Norta Norta funding to support our senior students in individual tuition programs in specific subject areas, supporting them towards the attainment of their Higher School Certificate. With the approval of the AECG, a teacher's aide was also employed through unexpended funds from previous years to work as an in class tutor for Stage 5 students.

The Millabah Dance Group continued to represent the school and Aboriginal community in a high profile role. In 2011, Millabah performed

at a number of significant public events and school celebrations, including NAIDOC events and corporate gigs for Indigenous agencies. All performances were well received with the group and their teacher facilitator, Ms Tammy Gordon, receiving accolades for its focus, professionalism and ability to develop cultural competencies in student workshops. Millabah students had the benefit of working with Elders and other members of the Aboriginal community on a regular basis and have formed a strong connection with The Loft Youth Venue where they participated in workshops and produced a CD and Music Video of Rap and Hip Hop songs—demonstrating the ongoing evolution of Aboriginal performance culture.

In 2011, Kyla Williams of year 11 was awarded a prestigious NSW Schools Nanga Mai Award for outstanding achievement in performing, creative and visual arts. This award recognised Kyla's achievement as a singer, dancer and performer as well as her commitment to promoting cultural competencies within the school and wider community.

Millillma May of Year 7 was the recipient of a Galuwa Scholarship provided by Xstrata. This scholarship allows high achieving Stage 3-4 Aboriginal students the opportunity to access career hub camps and ongoing tutoring to support their achievement.

HSC Aboriginal Studies profile continued to grow in 2011 for both Aboriginal and non-Aboriginal students. The student body accurately perceived Aboriginal Studies as a subject with academic rigour and one in which students achieve at the highest level. In 2011 students undertaking the Aboriginal Studies HSC course all scored a band 4 or higher with 62% of the schools candidature achieving a Band 5 or 6, significantly higher than state averages for all students.

Aboriginal students in Years 10-12 embraced the opportunity to attend a day of workshops at the Wollotuka Institute at Newcastle University where they worked with student mentors in a valuable program designed to allow students the opportunity to experience university life and make preparations for university pathways.

Members of the HSPA Aboriginal Education Team attended the on land workshops and experiences provided by Uncle Paul Gordon at the Wollombi Camp along with year 11 Aboriginal Studies

students. This shared experience provided a valuable educational and cultural experience for both staff and students.

Staff ended the year by participating in a day of building cultural competencies. Michael Donovan from the local AECG guided a tour of significant sites around the Newcastle and Lake Macquarie areas for all staff. This tour allowed staff to make links with local land and stories with the curriculum they teach in their classrooms.

## **Multicultural Education**

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

The Anti-Racism Contact Officer (ARCO) position was held by an elected and trained staff member, Mr Darren Pettett, with his role advertised to the school community. Although the incidence of racism at Hunter School of the Performing Arts is extremely low, the ARCO is accessible at all times. Records of complaints of racism are maintained, including resolution strategies. The school's ARCO attended the regional anti-racism education network and report to staff meetings.

The school implemented its English as a Second Language (ESL) program with students from Year 11. A team-teaching approach, utilised language specialists, regional ESL staff and SLSO's.

## **Respect, Responsibility, Welfare**

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

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

The school utilised the DET's 'Values of Public Education' statement as a foundation for student welfare and quality of school life programs. In Year 7, a 'Social Contract-Code of Conduct' was

developed in negotiation with all students, parents and Year 10 Peer Support Leaders. This document acknowledged the DET's Core Rules and the school's Code of Conduct.

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

Year 11-12 students participated in the *RoadWhyz* Program, in Terms 2-4 respectively. This program raised student awareness in the areas off: road safety and driver responsibility.

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

## Student Leadership

Year 6 and Year 12 Student Executive leaders were elected by staff and students at the end of 2010 to their positions and received specific leadership training from Impact Leadership.

The Year 2-6 Student Representative Council and Year Six Parliament assisted primary staff and students with the organisation of many special days and collections for local national and international charities. Primary Department Captains represented the school at the regional 'Harmony Day' initiative.

Year 7 elected two Class Captains per class each term to assist Mr Allan in the development of the 'Year Seven Code of Code of Conduct' and Year Assemblies.

Year 7 to Year 11 elected 3 students each to be members of the Secondary Department's Student Representative Council under the leadership of Mrs Genia Struck. This body worked with the Year 12 Student Executive to develop whole secondary school student policy and also assisted in the chairing of Year 7-12 School Assemblies.

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

## Service Learning

Service Learning is a new focus for the Hunter/Central Coast Region and its schools. The basic philosophy of Service Learning is to investigate what a community needs and to determine which students, based on their learning experiences are able to assist in the meeting of those needs through rich learning experiences. Service Learning will form a key target of the school in the 2012-2014 Strategic Plan.

Mrs Leonie Wells assumed leadership for Service Learning and the Premier's Service Learning Challenge, which is aimed at students in Years 9-10 initially, but will be expanded upon after inservicing of all staff, which occurred in 2010.

## Library

In 2011, the Library provided services and resources to students from Year 2 to 12 as well as staff and the school community. Reading was inspired though involvement in the Premier's Reading Challenge. The online module *All My Own Work (AMOW)* which deals with the principles of ethical scholarship was undertaken in Term 4 by all Year 10 students. This is a Board of Studies mandatory requirement for all senior students.

### National partnership programs

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

### Connected learning

The school continues to expand the number of courses offered through MOODLE. Over 130 courses have now been developed which students can access wherever they have internet connectivity.

All Year 10 students completed the All My Own Work course via access through the MOODLE and assessment of successful completion of the course was via an online quiz.

BG5 has been reconfigured as a dedicated connected classroom. An interactive whiteboard in conjunction with Tandberg videoconferencing technology enables students to engage in learning experiences with every other school across NSW. Teaching staff have been

progressively in-serviced in the use of the technology and classes have participated in virtual excursions to the USS Arizona Memorial in Pearl Harbour (Yr 10 History) and a StreamWatch environmental activity (Primary).

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

## Progress on 2011 Targets

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

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

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

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

In 2011, the school completed its 2009-2011 Strategic Plan and used the evaluation to begin development of the 2012-14 School Plan. School Annual Action Plans are derived from this strategic plan. Faculties derive action plans from these school based planning documents. The following outlines achievements of 2011 targets:

### Targets for 2011

Targets for 2011 specify the changes the school intends to achieve as part of its improvement planning.

### Target 1

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

*Strategies to achieve this target include:*

- Implementation of the Year 5-9 Middle Years Literacy & Numeracy Support program to enhance student achievement.
- Full Implementation of the Year 5-9 Assessment Policy and Schedules.
- Full alignment of the Year 2-6 and Year 7-10 learning continua (scope and sequences).
- Aboriginal students continue to be supported through personalised learning plans to equal or better the performance of all students.
- All staff have reviewed their 2010 NAPLAN data to create learning plans for each Year 6, 8 or 10 class based on areas of identified need.

*Our achievements include:*

- Seamless movement of students through the school regardless of transitions from junior to middle schools or from middle to senior.
- Increased movement from lower to higher bands of student achievement in external testing.
- Increased numbers of Aboriginal students at the school are meeting and/or exceeding state targets for literacy and numeracy across all student sectors.
- Continued staff use of data and assessment for learning strategies guide continuous improvement processes in all faculties.
- Staff are more familiar with and incorporate regular use of the School Measurement, Assessment & Reporting Toolkit (SMART) and NSW Board of Studies Results Analysis Package (BOS RAP).
- Students in the Stage 3-4 Numeracy support classes achieved higher rates of growth than their cohort due to the extra support offered.
- Students in the Stage 3-4 Literacy support classes achieved higher rates of growth than their cohort due to the extra support offered.

## Target 2

**Enhance teacher quality, capacity and accountability.**

*Strategies to achieve this target include:*

- Continued development of Connected Learning practices to develop innovative staff practices and student engagement.
- Increased understanding and acceptance of the 'Leading and Managing the School' framework for class and executive teachers.
- Increased staff understanding of and participation in the Executive and Teacher Assessment Review Schedules (EARS & TARS) and the NSW Institute of Teachers (NSWIT) accreditation procedures.
- Regular shared leadership meetings between members of the school's senior leadership team and development of 2012-2014 Plan.
- Regular meetings between Principal, Deputy Principal and their executive staff (Head Teachers/Assistant Principals) and their teaching staff.

*Our achievements include:*

- Increased use of Connected Classrooms, netbooks and interactive technologies to enhance shared learning experiences.
- Continued development of the Hunter School of the Performing Arts Moodle environment in which students and staff can participate in online learning within the school.
- Improved school accountability, staff teaching and learning best practice, teacher quality, staff achievement and NSWIT accreditation.
- Staff accessing professional development opportunities through competitive external scholarships and governmental awards.
- Clarification of roles and responsibilities of teaching and support staff, and executive, through published role statements.
- Delegated and informed responsibilities are made clear from regular meetings to familiarise the leadership team with responsibilities and aims under *Leading and Managing the School* and the *DET Leadership Development Capabilities Framework*.

## Target 3

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

*Strategies to achieve this target include:*

- Support of school staff to become facilitators of teaching & learning best practice across a community of schools, e.g. educational networking within SEA or Region or State.
- Participation in the re-establishment of the Hunter Head Teachers Network by Head Teachers, Deputy Principals and Principal.
- Continue the program of year group specific parent information evenings and forums and presentation sessions at P&C meetings by key staff on issues and initiatives.
- Continue to participate in and enhance shared executive learning opportunities between Hunter School of the Performing Arts and Merewether High School.
- Showcase and outreach the skills and capacity of staff and students at the school to build capacity in the region and beyond.

*Our achievements include:*

- Engagement in professional networks across the region, e.g. Hunter/Central Coast Head Teachers Network, Secondary Deputy Principals' Association, Primary Principals' Association, Secondary Principals Council meetings and Aboriginal Educational Consultative Group.
- Publication of enhanced support materials for Audition Process, e.g. Rubrics and demonstration videos.
- Provision of extra days to support transition of successful students into the Middle and Senior schools from their current schools.
- Provision to parents via the school website of copies of teaching, learning and assessment tools and strategies used at school.

## Key evaluations

All public schools conduct annual evaluations – one related to educational and management practice and the other related to curriculum. For 2011, students participated in a national survey by Mission Australia and staff utilised resources

from the NSW DEC Analytical Framework to identify areas for improvement in management of teaching and learning practices in the school.

### **Mental Health and Wellbeing**

In 2011, the school community participated in a Mission Australia survey to evaluate values and issues of concern to the students aged 11 to 19 at Hunter School of the Performing Arts. This survey was part of a National Survey of Young Australians and 532 students from years 7 – 12 participated. There were 46000 respondents across the country.

#### **Background**

Students, staff and parents of Hunter School of the Performing Arts' community were specifically asked for information concerning the value they placed on : family relationships, friendships, school satisfaction, physical and mental health, independence, employment, belonging, financial security, service to the community and spirituality.

#### **Findings and conclusions**

Evaluation of this survey revealed that:

- Students completely aligned with the State in terms of prioritising values except for spirituality and service to the community. The school students placed service to the community higher in value to them than spirituality.
- The values of our 11 – 14 year old students completely aligned with our 15 – 19 year old students except for financial security, to which they gave a higher priority.
- Issues of concern identified by our students aligned with that of the State and were in order of priority: body image, coping with stress, school/study problems and personal safety.
- Students indicated that for each of the areas identified as of concern to them that they would seek support from friends or relatives before seeking the advice of teachers or school counsellors, or using the internet.
- Sixty one percent of our students surveyed felt positive about the future and identified the environment, the economy, sports, arts and culture, and responsible use of drugs and alcohol as important issues to be addressed in the future.

### **Future directions**

In Term 4, the school's staff undertook strategic planning and training to address the needs of students identified by the survey. This included training all Year Advisors in the Principal's Australia Mind Matters Program at Levels 1 and 2. Twenty four students from Year 6 – 11 were also trained as part of a Student Empowerment Team. This team shared responsibility with the Year advisors in the development of a Transition Program for new students and a student welfare program for the respective grades.

Year groups were aligned with a Faculty so that the Head Teacher and their staff could assist Year Advisors to deliver enhanced pastoral care.

### **Educational Management and Practice**

In 2011, all staff undertook the NSW Department of Education and Communities' Professional Learning and Leadership Directorate's Analytical Framework Survey. The survey data was collated by Secondary, Faculty and Primary departments and submitted for analysis.

#### **Background**

This survey was undertaken to establish all staff's understanding of delineation of roles and responsibilities throughout the school in line with the *Leading and Managing the School* document and the *DEC Leadership Development Capabilities Framework*. The data will also provide guidance for school specific delivery of the *Team Leadership for School Improvement K-12 Program*.

#### **Findings and conclusions**

- Faculties identified varying levels of satisfaction with lines of communication within the school. This concern was expressed as a function of "within Faculty" and "between Faculty" groupings.
- Staff identified varying levels of understanding of the strategic use of literacy and numeracy strategies within Faculty programs.
- Initial analysis of data identified an explicit need for the development of leadership capacity in both the Executive and whole-school teams.
- Staff are developing a shared understanding of the School's strategic goals and purposes.

### **Future directions**

In Terms 2-4 of 2012, sixteen Executive staff and fourteen identified aspirant leaders will participate in professional development through the Team Leadership for School Improvement Program.

Faculties will participate in a three year cyclic review of leadership and management within the faculty. These include, teaching and learning, management of resources, assessment and staff and student welfare.

Teacher Professional Learning funds have been set aside to facilitate leadership development, sharing of corporate knowledge and succession planning for management of curriculum and timetable.

The Executive will continue to identify suitable candidates for participation in the Aspirant Leadership Program.

The Principal in consultation with the Senior Executive will identify and encourage staff to apply for professional awards and scholarships to recognise outstanding teaching practice.

### **Teacher Professional Learning**

Professional learning activities for staff reflected target areas identified in the school plan.

<b>Priority Area</b>	<b>Amount</b>
Beginning Teachers	\$ 2 401
Information Communication Technology for Teaching and Learning	\$ 4 432
Literacy and Numeracy	\$ 2 842
Quality Teaching	\$ 7 426
Syllabus Implementation	\$ 13 022
Career Development	\$ 1 664
Welfare and Equity	\$ 6 621
Digital Education Revolution	\$ 12 457

Approximately \$41,788 was spent on professional learning in the Department's seven priority areas.

The school's priority was to improve student learning outcomes, with a strong focus on technology. Activities included attendance at conferences and workshops organised by Professional Associations; planning and developing resources for new courses and syllabi; evaluating and developing assessment programs.

## **School Development 2012 -2014**

### **Targets for 2012**

Targets for 2012 specify the changes the school intends to achieve as part of its improvement planning.

#### **Target 1: Quality Systems**

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

*Strategies to achieve this target include:*

- Head Teachers engage with their professional learning organisations.
- Target Staff to participate in HCC delivered Leadership Development Programs.
- Strengthen procedures for the election of student representative groups.
- Provide opportunities for male students to be involved in leadership activities through outreach programs and through links to other community agencies.
- Executive staff to maintain a higher level of visibility, through programs such as 'Date with a Deputy' and 'Win the Principal'.
- Participation in the Team Leadership for School Improvement Program.
- Professional development opportunities utilised to train staff in correct procedures.
- Ongoing professional development to support the staged introduction of Millennium.
- Use of Millennium as a centralised port for all student records, variations, rolls, calendars and as a communication port with parents.
- Faculties participate in a three year cyclic review of accountabilities as identified in the *Leading and Managing the School* document.
- Staged introduction of Unit Planner Software.
- Facilitation of a centralised internal communication system.
- Development and/or review of role statements for all staff.
- Review and improve induction programs for new staff and students.
- Mid-term review of student progress are used to support student learning and welfare.
- Teacher Professional Learning tracked online
- Annual Workplace, Health and Safety audits
- Introduction of staff and community identity tags

- Review and refine safe practices for student bus and train travel
- Introduction of *EdVal* timetabling package.
- Purchase of iPads for communication for Year Advisors, Head Teachers and Senior Executive.
- School administrative staff and general assistants attend regular professional development opportunities.

*Our success will be measured by:*

- Regular executive staff attendance at Head Teacher network meetings.
- Increased staff participation in leadership development programs.
- Student input into the formalisation of application process for student leadership.
- Greater numbers of male students in visible leadership roles.
- Executive staff make regular visits to classrooms and staffrooms.
- Student achievement is celebrated at a classroom level and beyond.
- Executive staff and aspirant leaders are confident in providing professional development to, and management of their faculty/stage area.
- Communication across the school is accurate and timely.
- Staff are aware of departmental policies and procedures for organisation and follow these.
- Staff professional development records indicate training in correct procedures for using Millennium.
- Faculty budgets are linked to faculty and school plan.

## **Target 2: Quality Teaching and Learning**

**Enhance teacher quality, capacity and accountability.**

*Strategies to achieve this target include:*

- Systematic analysis of data to determine specific school groups and individual targets and is used to inform curriculum differentiation and learning accommodations.
- Faculties provide online feedback to the Board of Studies regarding the NSW implementation documents for the Australian curriculum.
- Professional development for implementation of Phase 1 syllabuses.
- Implementation of all Phase 1 syllabuses.

- Feedback on Phase 2 and Phase 3 BOS and ACARA syllabuses as opportunities arise.
- Review and redevelop the school's Gifted and Talented (GAT) policy and focus on creative intelligence as part of the new GAT model ensuring that all staff members implement strategies into their lessons
- All staff members and new staff to the school are trained in Kids Matters/Mind Matters philosophies to support student welfare.
- Strengthening of literacy and numeracy teams to guide whole school reform of literacy and numeracy practices.
- Review of explicit literacy and numeracy instruction, driven by student data across KLAs with modification as required.
- Effective use of student services to support students with divergent literacy and numeracy needs.
- Continued literacy and numeracy initiatives in the middle years.
- Successful participation in National Year of Reading and Premier's Reading Challenge
- Increase participation rates in UNSW Competitions.
- Higher-order thinking strategies are embedded in teaching and learning programs.
- Audit of assessment and teaching programs through faculty reviews and staff supervision.
- Use of literacy and numeracy consultants to professionally develop all staff.
- All staff are using data to inform programming for explicit teaching of literacy and numeracy.
- Targeted instruction for literacy and numeracy delivered in a range of modalities
- Individual Education Plans (IEPs) are developed and communicated to staff for assisting students who have support needs.
- Establishing a staff technology team to share knowledge and best practice, and engage expert consultancy as appropriate to support 21<sup>st</sup> century learning.

*Our success will be measured by:*

- Teachers have access to use and understand data relating to the students they teach.
- Data is used to inform curriculum differentiation and learning accommodations.
- Meaningful and relevant feedback is provided to Australian Curriculum, Assessment and Reporting Authority and BOS on new syllabus documents.

- Classroom teachers develop/revise programs to correlate with Phase 1 BOS syllabuses.
- Implementation of Phase 1 syllabus documents begins in classrooms in 2014.
- Staff develop a common philosophy and language in dealing with student wellbeing.
- GATS identification is improved and targeted strategies are in place in student IEPs.
- Staff incorporate IEPs in their programming and planning.
- Increased participation in Newcastle University GATS Programs.
- Increase the number of teaching spaces with access to interactive whiteboards.
- Use whole school planning processes to identify aspects of numeracy and literacy underperformance for particular student cohorts and individual students.
- External data shows improvement in student literacy and numeracy outcomes for students in lower bands and other special needs students
- Coordinated monitoring of student progress through mid-term reviews
- Development and implementation of Stage 5 and 6 Vocational Education Training programs with a performing arts focus.
- Develop IEPs for students at risk of leaving school prior to 17 years of age.
- Investigate options for flexibility and choice in subject selection and school structures to support retention of students in their chosen performing arts and career paths.
- Implement new timetabling software package.
- Facilitate online booking of parent interviews.
- Student buddies are attached to new students entering HSPA.
- Improved communication for students and parents transitioning into the school.
- Continued support of all co-curricular performing arts and sport programs.
- Investigate options for performing arts ensembles to be delivered as subjects in face-to-face teaching hours.
- Investigate the implementation of additional performing arts programs to maximise student participation in the arts.
- A VET Action Learning Team is established in 2012.
- Training for staff to teach new VET courses are supported by the VET Action Learning Team.

### **Target 3: Quality Relationships**

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

*Strategies to achieve this target include:*

- *Yarn Up* - an annual event for Aboriginal and Torres Strait Islander families celebrating performance, allowing for review of Personalised Learning Plans (PLPs) in an informal setting. Investigate options for a second opportunity to follow up on PLPs later in the year.
- Year 10 Aboriginal Students to link with Wollatuka institute before subject selections for senior study
- Delivery of the Creative Arts Aboriginal Education and Boys in Performing Arts programs.
- Millabah Dance and Cultural Group investigates further opportunities to engage with the community.
- Consult with DEC Asset Management, HCC and Young People's Theatre in the development of lease/hire agreements.
- Mind Matters/Kids Matter implementation.

*Our success will be measured by:*

- All teaching and support staff access PLPs, IEPs and use them for programming and planning
- Numbers of Aboriginal and Torres Strait Islander students auditioning for HSPA continue to grow.
- Increased numbers of Aboriginal and Torres Strait Islander students complete Year 12.
- Increased numbers of boys audition for and successfully enrol in HSPA.
- Reduced numbers of uniform referrals.
- Increased retention of students to completion of Year 12.
- Reduced number of students returning to local schools.
- Increased VET participation in Stages 5 and 6.
- Increased participation in a variety of performing arts ensembles and opportunities.

## About this report

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

Mr Richard Jennings, School Principal  
Mr Khalil Khay, Deputy Principal  
Ms Bree Harvey-Bice, Deputy Principal  
Mr Marcus Neale, Deputy Principal  
Mrs Beverly Boyd, Head Teacher Admin/PDHPE  
Mr Ian Stockings, Head Teacher Mathematics  
Mr Daryl Sanson, Head Teacher Science  
Mr David Rees, Head Teacher HSIE  
Mr Terry Farrelly, Head Teacher TAS  
Mrs Janeanne Hardie, Head Teacher Welfare  
Ms Sarah Reeve, Head Teacher Music  
Mrs Penny Fleming, Head Teacher Performing Arts  
Mrs Helen Willis, Head Teacher Visual Arts/LOTE  
Mr Stewart McGowan, Head Teacher English  
Ms Lisa Maclean, Assistant Principal Middle Years  
Ms Wendy Leis, Assistant Principal Junior Years  
Mrs Kim Gallagher, School Admin. Manager  
Mr Tony Brown, 2011 P&C President  
Miss Cara Egan, 2011/2012 School Captain  
Mr Mackenzie Burge, 2011/2012 School Captain

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