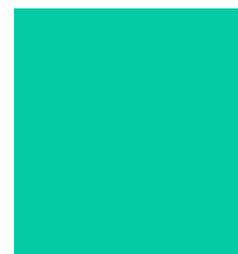
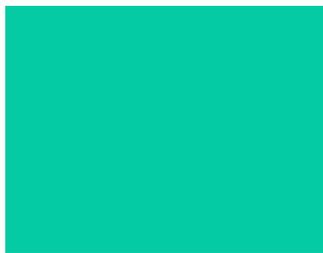
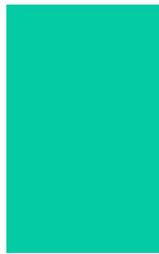


# 2008 Annual School Report Hunter School of the Performing Arts

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Hunter School of the Performing Arts is a K-12 Community School, with specialist enrolment through audition for gifted and talented students in the performing arts. At the end of 2008, the school had 1125 students from Years 2-12 enrolled across six stages of learning (Stage One-Stage Six). The Junior School's total enrolment (K-4) was 47 in total, consisting of 6 male and 41 female students. The Middle School's total enrolment (Years 5-8) was 430, consisting of 126 male and 304 female students. The Senior School's total enrolment (Years 9-12) was 648 consisting of 186 male and 462 female students.

### Staff

The school has an innovative, experienced and committed staff, which expects and achieves high learning outcomes from all students. The K-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 give their time to assist in the co-curricula and extra-curricula activities of all students. Staff are encouraged to take on leadership and management roles within the school. The teaching staff is ably supported by a dedicated team of School and Administrative Support Staff.

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 2008. This \$7 million teaching and learning facility continued to support both in-school performance and entertainment training initiatives and community activities, being in use over 85% of the calendar year.

Users included external theatrical and community groups such as Globe Church, Hunter Opera, SNAP Productions and Newcastle Theatre Company. The year culminated in the staging of two challenging musical productions by the school's Primary and Secondary Departments: *Cinderella* and *West Side Story* in November 2008.

In 2008, the school completed planning with the Hunter/Central Coast Region's Literacy Team and began a 4-year whole-school focus on writing. A significant amount of Teacher Professional Learning Funds, \$6,000 was allocated to allow Faculty Writing teams to work with in-school facilitators to explicitly plan for literacy improvements. By the end of 2008, the K-12 Writing Team had developed over 30 quality assessable pieces of writing. Unsolicited community reaction was very positive. From 2009-2011, this team, consisting of staff from every Secondary Department faculty and the Primary Department will continue to work in faculty-based literacy teams; re-writing assessment tasks and taking other necessary steps to further improve the skills of our students. It will establish common, explicit teaching and learning activities and assessment rubrics for each written assessment.

The school continued to provide a significant educational outreach opportunity in 2008. The regional *Boys in Performing Arts* (BIPA) initiative was heavily oversubscribed, with 67 applicants. BIPA facilitated the involvement of Year 5-8 students for 2 days across a range of performing arts activities, with specialist male staff from within the school. Feedback from the Primary Principal's Association indicated a high level of support for this middle years outreach program. DVD's of the program were supplied to all participating boys and principals. The ratio of male to female students in Years 6-7 has dramatically increased because of programs such as BIPA, with Year 6 now having a 1:3 ratio and Year 7 now 1:2 ratio of male to female students.

In 2008, the *Creative Arts Aboriginal Education Plan* (CAAEP) was devised by the school to support Year 3-6 indigenous students from across the region with identified gifts and/or talents in the Performing Arts. CAAEP attracted regional funding of over \$4,500 and received offers of free tuition at after-school performing arts activities to support students in their local communities across the entire Hunter/Central Coast Region. The 8-day in-school component of this program was also oversubscribed with 42 applicants identified by Hunter/Central Coast primary school principals. This outreach will commence in 2009 to develop 30 students under the tutelage of specialist K-6 staff in contemporary dance, drama and music.

The school undertook significant planning and resourcing towards improving its information and

communications technology infrastructure. Over 25 new computers were incorporated into secondary teaching and learning programs, with existing machines being re-allocated to reduce primary student computer ratios from 1:15 in 2006, a ratio of 1:8 in late-2007, to now where senior primary classes have access ratios of 1:5. The school will purchase 11 new interactive whiteboards (IWB or Smart Boards) in 2009, as part of a whole-school initiative. 2009 will also see the beginning of the Australian Government's Year 9-12 laptop rollout, with 35 more computers also being provided by the State Government.

The school commenced its involvement in the School Aerobics and Premiers' Sporting Challenge programs. Specific targets were to increase performance and representative opportunities for its students in the primary (3-6) and middle (5-8) years; and to increase fitness levels of students across the Primary Department and participating Year 7-8 students. After only 6 months involvements, the school's students achieved success at Regional, State and National levels in School Aerobics, including gold, silver and bronze placing's. The school's Primary and Secondary Departments also achieved a 1<sup>st</sup> and 3<sup>rd</sup> place in NSW for the Premier's Sporting Challenge, each obtaining a Diamond Medal average for its participating students.

### **Student achievement in 2008**

School achievement is described later in this document in terms of actual results, comparisons with Like School Groups (LSG), 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 (SNAP) in Years 7 and 8 was 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 Secondary 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 Three students achieved results at a significantly higher level than LSG and State levels. 100% of students recorded an overall Literacy result in Bands 4, 5 or 6

### **Numeracy – NAPLAN Year 3**

Year Three students achieved results at a significantly higher level than LSG and State levels. 100% of students recorded an overall Numeracy in Bands 4, 5 or 6.

### **Literacy – NAPLAN Year 5**

Year Five students achieved results at a significantly higher level than LSG and State levels. 96% of students recorded an overall Literacy result in Bands 5-8.

### **Numeracy – NAPLAN Year 5**

Year Five students achieved results at a significantly higher level than LSG and State levels. 98% of students recorded an overall Numeracy result in Bands 5-8.

### **Literacy – NAPLAN Year 7**

Year Seven students achieved results at a significantly higher level than LSG and State levels. 90% of students recorded an overall Literacy result in Bands 6-9.

### **Numeracy – NAPLAN Year 7**

Year Seven students achieved results at a significantly higher level than LSG and State levels. 87% of students recorded an overall Literacy result in Bands 6-9. The school's average was above that of the state in all areas of the curriculum.

### **Literacy – NAPLAN Year 9**

Year Nine students achieved results at a slightly higher level than LSG and State levels. 80% of students recorded an overall Literacy result in Bands 7-10.

### **Numeracy – NAPLAN Year 9**

Year Nine students achieved results at a slightly higher level than LSG and State levels. 82% of students recorded an overall Numeracy result in Bands 7-10. The school's average was above that of the state in all areas of the curriculum.

### **Essential Secondary Science Assessment**

Results for the 2008 cohort showed a very similar pattern to the 2006 and 2007 cohorts. Overall, the HSPA results were 1.8 marks above the state

average. School results were above the state average in all areas assessed – Extended Response Tasks (3.1 marks above state), Knowing and Understanding (1.8 marks above state), Communicating Scientifically (1.8 marks above state) and Working Scientifically (0.4 marks above state). Overall achievement by students was also pleasing, with 53% of students reaching the top Achievement Levels 4, 5 or 6 (compared to 43% state-wide) and no HSPA student in the bottom achievement level.

### **Year 10 ~ Computing Skills Assessment**

Year 10 students achieved considerable success in the Year 10 Computer Skills Assessment. 77% of students scored in the Highly Competent band, compared with 57% for the state. Thirty-five students (22%) achieved a result of 90% or higher with two students achieving the school's highest mark of 98%. No students were in the Low band.

### **School Certificate**

Results were well above the state averages. One hundred and sixty two Year Ten students achieved 235 Band 5 and 6 results.

Year Ten also achieved 124 Highly Competent grades and 35 Competent grades in the Year Ten Computing Skills Assessment (CSA).

### **Higher School Certificate**

Results were well above the state averages for many courses. A total of 73 Band 6 grades and 208 Band 5 grades were achieved by the school's Years 12 candidature. In Extension Courses, students also achieved 6 E4 grades and 24 E3 grades, the top two bands for Extension courses.

This level of achievement was surpassed only by the Hunter/Central Coast Region's two academic selective high schools.

## **Messages**

### **Principal's Message**

Hunter School of the Performing Arts is a K-12 community school that 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 has a school uniform code designed to enhance student well being.

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 Bryan Campbell

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

As I reflect on the year, I feel that our P&C has grown from strength to strength with strong support from a growing number of parents who have provided support both in fundraising and in kind to many aspects of school life. The P&C agreed to expend over \$29,500 in funds including such items as Electro Smart Boards, primary science and literacy resources; and secondary computer, art, science and sport science outdoor equipment. As well, 2008 saw the construction of the COLA near the Bini, partly financed by P&C.

The P&C formed a fundraising committee this year and through various endeavours, in particular our inaugural Fundraising concert, raised \$5000. We hope to build on the success of this and include it each year as a major part of our fundraising program. An active P&C needs to be an informed P&C. We have heard a range of guest speakers, including Constable Juan Scaron on Cyber Bullying, Jan Boswell on Smart Boards and Nicola Ross on the rights of the child.

This year we farewell two long-serving members of our P&C Association: Kate Zimmerman and Marianne Knox. Both have held long term executive roles and their dedication will be sorely missed. Our very Active sub-committees (Music, FAN Club and Canteen committee) have continued to firm up their Policies and procedures as well as provide support in various forms to the school. These are our major fundraising bodies.

The Music Committee has been very busy supporting the teachers and students in their many performances and activities. As the major source of fundraising for the P&C, the canteen continued to explore various options for new healthy foods for sale at the canteen. The FAN Club continued to have many fundraisers to provide support for the K-6 Department of the school. Their major fundraising and social events

for the year were the *2008 On Show* and the *Family Breakfast* held on Orientation Day.

I would like to thank all members of our P&C Executive and P&C sub-committees, including our newly formed performing arts supporters committee. Many of these members have: worked tirelessly at school in the canteen, uniform shop, provided support, chaperoned and attended P&C meetings. Without these wonderful people we couldn't operate effectively. I can't help but marvel at the number of people at our school and their levels of expertise; people who are always willing to pitch in and lend a hand. Thank you.

Mrs Brenda Powell, P&C President

### Student Representative's Message

2008 saw a range of impressive achievements being made in the academic, sporting, leadership and performing arts fields. We are very proud of these. Our student body achieved a significant number of top band results in the NAPLAN, ESSA, School Certificate and Higher School Certificate examinations. We represented the school in a variety of fields and endeavours, increasingly including school service to the community.

Being a fully-selective performing arts school affords us extensive specialist facilities. The Hunter Theatre is the centrepiece of these facilities and after much restorative works in 2007, was the focal point of many outstanding school, regional and state-based initiatives, including performing arts festivals and of course *Cinderella and the Mice* and *West Side Story*.

Our school offers many students the opportunity to lead through such representative bodies as: K-6 SRC, Year 6 Parliament, Year 7 Class Captains, Year 7-11 SRC and the Year 12 Student Executive. We all strive to maintain and enhance the reputation of our school. We believe that Hunter School of the Performing Arts has a safe and positive environment, and a school culture in which staff and students look after one another.

School life is made enjoyable for all students, with concerts, recitals and shows being held. There are school dances to forget your worries and school camps to get to know one another. Thus, what we also have is an exceptional learning environment for all staff and students. Hunter School of the Performing Arts is an outstanding example of what students and teachers teaching, learning and working together can achieve.

That is the key reason why we are all proud to be leaders of this wonderful school.

Laura Hanlon and Braden Pedersen, Anna Gibson, Damian Hoar, K-12 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 programs offered by Hunter School of the Performing Arts.

#### Student Enrolment Years K-6

	2004	2005	2006	2007	2008
<b>Male</b>	30	30	25	25	22
<b>Female</b>	89	93	97	90	103

#### Student Enrolment Years 7-12

	2004	2005	2006	2007	2008
<b>Male</b>	309	290	264	285	290
<b>Female</b>	833	839	818	794	790

### K-12 Student Attendance Profile

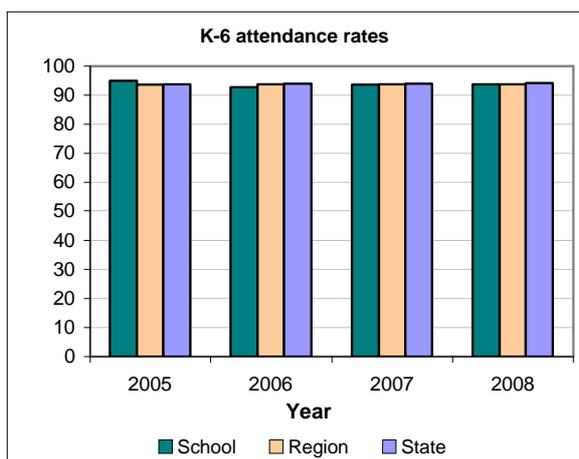
School attendance can be affected by performance commitments for external performing arts activities. Significant travel times are faced by many students, which impacts on their attendance patterns. The K-12 Attendance Office ensures that students are supported to attend school as often as possible, with as much communication with parents as possible.

The school acknowledges the need to be supportive of students involved in both school-based and private performing arts commitments. However, the school 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.

#### K-6 Student Attendance

	2005	2006	2007	2008
<b>School</b>	95.0	92.9	93.6	93.7
<b>Region</b>	93.7	93.9	93.7	93.7
<b>State</b>	93.8	94.0	94.0	94.1

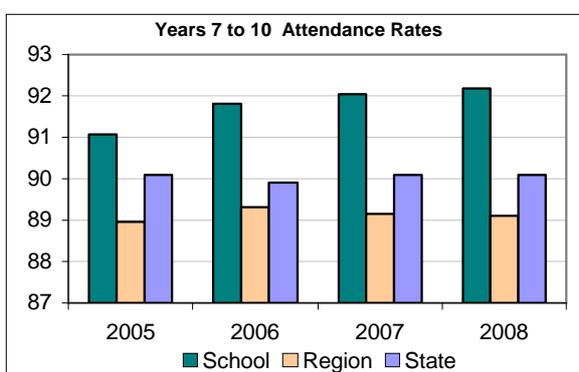
Strong interaction with parents occurred in 2008 concerning student absences. All absences were considered to be genuine. Some absences reflect professional performing arts opportunities or for family commitments and travel.



### Year 7-10 Student Attendance

	2005	2006	2007	2008
<b>School</b>	91.1	91.8	92.0	92.2
<b>Region</b>	89.0	89.3	89.2	89.1
<b>State</b>	90.1	89.9	90.1	90.1

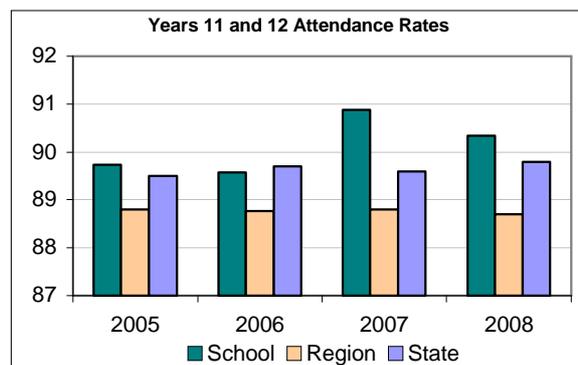
High Year 7-10 attendance reflects strong student satisfaction with the school. This is especially pleasing given the distances to travel and performance commitments, which students have. The school significantly outperforms regional and state averages for attendance.



### Year 11-12 Student Attendance

	2005	2006	2007	2008
<b>School</b>	89.7	89.6	90.9	90.3
<b>Region</b>	88.8	88.8	88.8	88.7
<b>State</b>	89.5	89.7	89.6	89.8

Whilst senior school attendance is affected by performing arts commitments and distances travelled both to/from school, the Year 11-12 rate of attendance has stabilised at high levels and is higher than 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 2008 class size audit conducted on Tuesday 25 March 2008.

Primary Grade	Primary Class	Total/Class	Class Size	Total/Grade
<b>Two</b>	2/3L	18	26	18
<b>Three</b>	2/3L	8	26	8
<b>Four</b>	4/5MB	13	23	13
<b>Five</b>	4/5MB	10	23	36
	5PW	26	26	36
<b>Six</b>	6F	26	26	51
	6N	25	25	51

In 2008, the school's separate K-6 and 7-12 audition processes were consolidated into a single unified process. Primary and Secondary staff acted together on audition panels for Year 5-8 auditions, this creating a seamless middle years process. Change of line policies were clarified for the Year 6-7 transition process. Primary classes were created 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 One, Two & Three classes.

### Structure of Primary Classes

Due to the enrolment pattern through audition, the Primary Department's five classes were structured around a stage basis, from Stage One to Stage Three. This pattern will continue in 2009 due to the enrolment pattern of successful auditionees in 2008. Whilst structured in stages, many educational activities operate within the Primary Department on: a K-6 'Whole Primary', a K-4 'Junior School' or a Year 5-6 'Middle School' basis. Classes for 2009 were organised as follows: 1/2/3MB, 4L, 5PW, 6F and 6N.

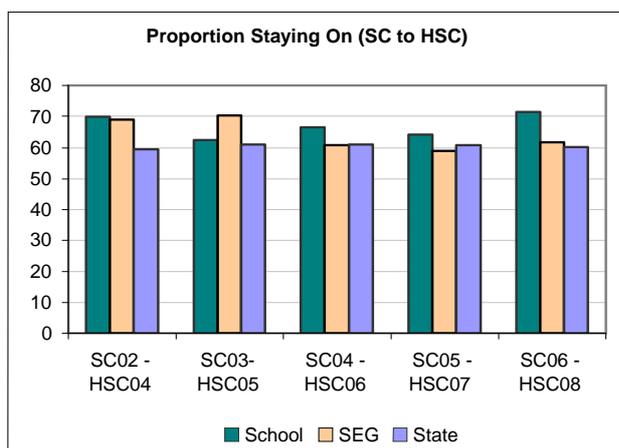
## Retention to Year Twelve

At the end of Year Ten, the school retains a higher number of Year Ten students through to Year Twelve than School Education Group (SEG) and State averages. Additionally, significant numbers of students successfully audition for placement in Year Eleven at the school each year. However, these students who are offered a place must make the commitment to study a performing arts subject at Higher School Certificate level.

The table and graph below shows that the school retains a Retention rates increased significantly more than local comprehensive high schools. This is especially pleasing as students in these 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. This decision is often made because of increased time demands for travel requirements and Stage 6 course requirements; or because of a change in emphasis in study away from previous performing arts interests.

	SC02 - HSC04	SC03- HSC05	SC04 - HSC06	SC05 - HSC07	SC06 - HSC08
<b>HSPA</b>	70.0	62.5	66.7	64.3	71.4
<b>SEG</b>	69.0	70.2	60.9	58.9	61.7
<b>State</b>	59.5	61.0	61.1	60.8	60.3



## Post-School Destinations

Of the 144 students who completed the HSC at Hunter School of the Performing Arts in 2007, 115 have advised the school of the following post-school destinations: 55% were offered a place at university level; 21% are studying at TAFE; 15.5% are in full time employment; 8.5% are enrolled in a private college, 2.5% are in involved in the arts.

## 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 K-12 Community School status. The school is also the only performing arts school with this K-12 status and is also the only one whose enrolment is fully-auditioned. Thus, the school operates with both primary and secondary school components to its staffing. Staff operate in traditional areas across the K-12 curriculum.

2008 saw continued initiatives in the middle years (5-8) through such opportunities as Hunter/Central Coast Music Festival, School Aerobics, Billy Elliott excursion, 5-8 Audition teams and sees staff teaching across the primary and secondary continuum. This is supported by the Deputy Principal, with responsibility for the primary and middle years.

Position	Number
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	1
Head Teachers	10
Classroom Teachers	64.1
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0.3
Teacher Librarian	1.2
Teacher of ESL	0
Counsellor	0.9
<b>Total</b>	<b>81.5</b>

## Staff Retention

Retention rates are high at the school, reflecting its specialist nature and staff workplace satisfaction. The staff retention rate for 2008 was 99%. Invariably, staff may leave the school, through promotion, to retire, to seek tertiary education employment or for specific purpose transfer. No executive positions were lost through the Executive Staff Review processes.

## Staff Attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.1%. Average daily staff attendance is determined by subtracting short-term, unplanned days absent from total available teaching days.

## 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 NSW Department of Education & Training (DET).

Qualifications	% of staff
Degree or Diploma	100%
Higher Degree/Diploma	15%

## Financial Summary

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

Date of financial summary:	30/11/2008
<b>Income</b>	<b>\$</b>
Balance brought forward	509 244.60
Global funds	864 372.16
Tied funds	200 467.73
School & community sources	939 071.89
Interest	37 104.75
Trust receipts	81 452.76
Canteen	0.00
<i>Total income</i>	<i>2 631 713.89</i>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	250 076.85
Excursions	235 263.49
Extracurricular dissections	409 185.65
Library	25 386.87
Training & development	26 271.42
Tied funds	276 645.24
Casual relief teachers	167 580.80
Administration & office	258 687.76
School-operated canteen	0.00
Utilities	136 237.92
Maintenance	343 267.67
Trust accounts	79 741.88
Capital programs	56 566.79
<i>Total expenditure</i>	<i>2 264 912.34</i>
<b>Balance carried forward</b>	<b>366 801.55</b>

Sound financial management decisions have placed the school in a strong fiscal position. The school's Budget Committee supports the Principal to develop the School Budget. Some funds have been held in reserve for: the completion of the School Gymnasium and Fitness Centre; Hunter Theatre refurbishment and maintenance; and replacement of grounds maintenance equipment.

The recovery program necessitated by the 2007 June Long Week Flood continued to create significant and additional workloads for the school's financial personnel.

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

A full copy of the school's 2008 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.

## School Performance 2008

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 2008 HSC results place it in the top 140 schools in New South Wales, public or private.

### Achievements

#### Arts

- The Primary Department held a very successful season of *Cinderella and the Mice* as its first musical production in the Hunter Theatre. The show involved 125 students and was seen by middle school students, parents and community members. The show was a whole primary staff team effort.
- Two weeks later, the Secondary Department held an acclaimed season of *West Side Story* as its first musical production in the Hunter Theatre. The show involved over 150 students and was seen by middle and senior school students, parents and community members. The show involved a huge range of staff under the leadership of the 7-12 production team.
- William Magin's 2007 HSC Body of Work was selected for exhibition at the Art Gallery of NSW. His Visual Arts Process Diary was also chosen for inclusion in the NSWAG's website, advertising banners and promotional material.
- Lucy Alcorn's 2007 HSC Body of Work was selected for exhibition at the Sydney College of the Arts (COFA) and also for the regional Art Express exhibitions.
- Katrina McLardy's *Computer Ballet Shoes* won the secondary division of Newcastle City Council's Waste As Art Competition.
- Visual Arts students continued to excel at state level, with five nominations, Emily Young, Georgia Davies Kefecek, Jacinta Holt, Kiritin Norath and Demi Papanicolaou; and two successful selections, Kiritin Norath and Demi Papanicolaou, for Art Express 2008.
- Lily-Belle Smithers' graphic design was chosen as the major artwork for *West Side Story* promotional banners and posters.
- Sian Eggington's graphic design was chosen as the major artwork for *Cinderella and the Mice* promotional banners and posters.
- The entire 2008 Visual Arts Body of Work Exhibition was held in the Hunter Theatre.
- Scott Eveleigh of Year Seven had his contract extended and continued performing the role of 'Michael' in *Billy Elliott, the Musical* until November 2008.
- Two hundred and forty-five Middle School (5-8) students and staff came together to see a performance of *Billy Elliott, the Musical*. Many were able to meet with Scott at the Capitol Theatre at the end of the performance.
- Ten HSC Dance students, Georgia Cowell, Isabella D'Accione, Shelby Dent, Claire Machan, Jessie Minns, Emma Powell, Elissa Sinclair, Courtney Spencer, Cassie Turnbull and Jackson Walker were nominated for Callback. Georgia Cowell was accepted for her performance.
- Two groups were successfully nominated for On Stage: Tom Handley, Anna Lambert, Demi Papanicolaou and Ashleigh Thomas; and Travis Kesek, Riley Holt and Angus Wilkinson, with the first group being invited to perform.
- Sixty-four Year 3-6 students performed at the Primary Proms and Primary Chorals Concert Series after successfully being auditioned by the NSW Performing Arts Unit.
- Forty-eight students from Years 4-6; and sixty-four students from Years 7-12 represented the school at the Hunter Regional Dance Festival. Most were invited to perform at the State Dance Festivals.
- Ninety-five students from Years 4-6; and 128 students from Years 7-12 represented the school at Starstruck as dancers, dramatists, stage band and orchestra musicians and back-stage crew.
- Chandel Brandimarti, Ali Calder, Declan Egan, Jacob Neale and Rhiannon Walters were student members of the 2008 Star Struck production team coordinating a segment of the show.
- The Stage 3, Year 8 and Year 9 Drama Ensembles were selected to perform at the Hunter Drama Festival. The Stage 3 Drama Ensemble was then selected to perform at the State Drama Festival.
- A number of Stage 5 students were selected to perform in the Improvisation Challenge.
- Year 8, 9 and 10 Elective dance classes performed at the Hunter School's Dance Festival.
- Chandel Brandimarti was offered a place in the *Singer, Dancer, Actor* course at NIDA (National Institute for Dramatic Arts).
- Tom Handley was offered a place in the *Performing Arts* course at WAAPA (West Australian Academy of Performing Arts).

- Primary, Junior, Intermediate and Senior contemporary ensembles and the Junior and Senior Classical ensembles performed at both the Regional and State Dance Festivals.
- All K-12 dance ensembles participated in workshops with State Dance Companies. This Coast Regional 'State of Dance' Concert at the Hunter Theatre in June.
- Forty-five Year 7-10 students performed at the Schools Spectacular at the Sydney Entertainments Centre, with Mrs Joanne Thorne being a segment choreographer.
- Workshops in Dance and Drama were offered as part of the Year 5-8 Boys in Performing Arts initiative.
- A series of Dance Showcase Concerts this year highlighted performances of students from Years 4-12.
- The 2008 Orientation Concert launched the 2008 Scholastic Year in style. It featured performances from the Marching Band, Stage Band, Senior Choir, Celtic Band, Intermediate Dance Company and a spoof *East Side Story*, by the Intermediate Drama Ensemble. This concert also featured many works from outstanding 2007 HSC performances.
- The Stage Band and guest artists performed with the Newcastle-based professional group, *Fish Fry*. This provided an exceptional evening of entertainment and assisted with fundraising efforts for the P&C.
- HSC Music Showcase Concerts featured most of the HSC Music students in two evenings of quality and variety.
- School Spectacular this year featured two of our singers Daniel Gordon and Elanor Sharpe, who also performed in solo and small group items. Both of these talented singers were selected to perform in the Australian Youth Olympics Opening Ceremony, Starstruck and many other in-school performances.
- Colin Prichard became the 'Hunter Regional Young Band Person of the Year', an award from the Band Association of NSW.
- The Hunter/Central Coast Regional Music Festival featured 120 primary and middle school choir students in a massed choir conducted by Mr Khalil Khay. This prestigious event also featured a solo performance by Jacob Neale and Daniel Gordon.
- The Marching Band participated in a range of events including: the Sydney ANZAC Parade, Patterson Autumn Festival, Reserved Forces Parade, Olympic Parade, Christmas Parade and the Botanical Gardens Open Day.
- The Senior Choir and Intermediate Dance Ensemble performed at the 'Bald and the Beautiful' Foundation's fundraiser.
- The Marching Band and Stage Band both performed at the Scone Horse Festival.
- The Stage Band performed at a range of venues including: the Newcastle Jazz Festival, Wests Leagues Club and Crowne Plaza, Pokolbin for such bodies as The NSW Law Society and Martins Transport Logistics. This last performance resulted in the donation of funds to purchase the Music Department an interactive whiteboard.
- Twenty Year 12 students and Ms Sarah Reeve participated in a HSC Immersion Day at Newcastle Conservatorium. Emily Smith performed a solo item.
- Mr Pink and the Stage Band provided both entertainment and expertise at Newcastle Conservatorium for a Jazz Improvisation Day.
- Fifty Year 11-12 students attended the Encore performance at the Sydney opera House to provide them with first-hand experience with the standards, repertoire and variety of opportunities within HSC Music courses.
- Afro Moses performed at a school concert in addition to conducting 3 workshop sessions for students in Years 7-9.
- Over 150 music students provided entertainment for delegates at the Australian Rotary Clubs National Conference in March. Ensembles provided a trumpet fanfare, the national anthem, with the three concert bands providing lunchtime entertainment.
- Three Consecutive Music Showcases were held at the end of Term Two, involving all students in ensembles and class groups from Years 2-12. Many soloists, ensembles and large groups were featured in this whole-school music event.
- Two music students and brothers, Ben and Zac Crawford, who are members of the very successful rock band *Powerage*, achieved great further success throughout 2008. *Powerage* won awards and international acclaim, placing 4<sup>th</sup> in the statewide *YouthRock* competition, 3<sup>rd</sup> in the *Mount View Battle of the Bands* competition and a brilliant 2<sup>nd</sup> in Europe for the *World Rock Competition*.
- The Junior Concert Band and 8 members of the Middle School Choir performed at the *Battle for Australia* Commemorative Service.
- Year 10 Music students provided musical entertainment for a meeting of the NSW Government's Cabinet Ministers at Maitland.

- The Saxophone Quartet performed at a variety of community events and venues, including the Newcastle Regional Art Gallery and The Dungeon's *Sunday Interlude* Concert Series.
- The School Shakespeare Festival was held in April 2008, giving all Year Nine and Ten Drama students the opportunity to experience Shakespeare, culminating in a Shakespeare Showcase Evening.
- Year Eleven students Amanda Blanks, Jack Evans & Jacqui Osbourne progressed to the State Shakespeare Festival in Sydney and performed with ingenuity and finesse.
- Year Nine's Drama Ensemble enabled thirteen students to compete in the Hunter Schools Regional Improvisation Challenge, where they achieved 1<sup>st</sup> and 3<sup>rd</sup> place. This ensemble also participated in the Regional Drama Festival at the Civic Playhouse, where they were highly commended.
- The Year Eight Drama Ensemble enabled sixteen students to participate in the Regional Drama Festival, where they were highly commended.

## Sport

- Kailey Jack, 9 years old of Year Three represented the school, the Zone and Hunter/Central Coast Region at the State Swimming Championships.
- Annie Rogers of Year Six was selected as a member of the NSW PSSA Girl's Cricket and competed nationally in February, 2008.
- All K-6 students participated in the Primary Department's annual athletics and cross country carnivals. These carnivals were well supported by the FAN Club parent body.
- Thirteen K-6 students represented the school at the PSSA Zone Athletics Carnival.
- Yasmin Skene was selected as part of the Hunter/Central Coast PSSA Hockey team, which competed at inter-region at State.
- Sixteen K-6 students represented the school at the PSSA Zone Swimming Carnival.
- K-6 students participated in a range of sporting programs, including 'Smash Tennis', 'Gym Skools' and 'Sport in Schools Australia', which utilised a range of specialist staff and equipment.
- Forty students from Years 3-8 participated in the 2008 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, with three going on to compete at the National Championships.
- One hundred and twenty-five K-6 students and 25 Year 7-8 students participated in the semester-long Premier's Sporting Challenge. Students in all sections recorded a daily average of more than 80 minutes of physical activity per day. This achieved two Diamond Medals for the school and 1<sup>st</sup> and 3<sup>rd</sup> result in the state. The school also received grants of over \$8000 for its effort and participation.
- Fifty-nine Year 7-12 students represented the school at the CHS Zone Athletics Carnival, with 10 students going on to represent the school and Zone at Regional/State.
- Forty-one Year 7-12 students represented the school at the CHS Zone Swimming Carnival with 7 students going on to represent the school and Zone at Regional/State.
- Secondary School Representatives at State level include:
 

Samuel Christie	Athletics
Emma Murphy	Swimming
Lily McCansh	Hockey
Justin Fricker	Swimming
Amber Rolph	Artistic Gymnastics
Olivia Houston	Rhythmic Gymnastics
	1 <sup>st</sup> in State Overall
Dylan Greig	Equestrian Championship
	EFA NSW Interschool
- The school's K-12 Swimming Carnival achieved an attendance rate of 85%. It was a very successful and enjoyable day.
- The Secondary Department's Athletics was attended by Year 7 and competitors. Student participation was high and excellent performances were recorded.
- The Year 3-12 Cross Country Carnival was attended by Year 7 and Year 3-12 competitors. High student participation levels enabled excellent times.
- Forty students represented the school at the Regional Cross Country Carnival with 4 students going on to represent the Hunter/Central Coast Region.

## Other

- All K-6 students and Year 8-10 Italian Elective students attended a performance by Italian performers *Fondazione Aida*. This performance was arranged by the Italian Embassy due to the school's Italian programs.
- The Year 3-6 Italian Choir performed in Norton Street, Leichardt at the *Festa on Norton*.

- All K-6 students attended a special session on illustration with renowned Australian illustrator Craig Smith at Hamilton Public Library.
- All Stage Three students attended a study and research skills day at Newcastle Regional library to further prepare for life in the Middle School. From 2009, Year 5-6 students will use the same organisational diary as Year 7-12 students. This will assist in the development of self-organisational skills by all students in the Middle and Senior Schools.
- All Primary students attended an overnight educational experience in Term 4, with Years 5-6 visiting Canberra as part of their study of Australian Government, Civics and Citizenship. All Year 2-4 students attended the Toronga Park Zoo Snooze as part of HSIE and S&T studies of Australian Animals.
- The Primary Department's Student Parliament attended leadership training sessions at the Halogen Foundation's Young Leaders Day.
- Primary School Captains Georgia Schultz and Shani van Gestel represent the school on Harmony Day at The University of Newcastle.
- Primary students represented Hunter School of the Performing Arts at the Multicultural Cultural Speaking Competition.
- Students from the school were invited to perform at the opening of Education Week at Christchurch Cathedral.
- One hundred and one students from Years 2-10 participated in the Premier's Reading Challenge.
- Nearly sixty Year 5-6 students represented the school at the Civic Theatre for the Newcastle School's ANZAC Day service.
- Year 1-12 students successfully raised funds for local and state charities such as: NSW Surf Lifesavers, the Royal Flying Doctor Service, Stewart House and World Vision.
- All K-6 students participated in Drama Development workshops at The University of Newcastle, with visiting lecturers Dianne Oslind and Kerry Glastonbury and Mrs Christine Fletcher.
- Year 7 students enjoyed a 3-day bonding experience at the Great Aussie Bush Camp, organised by Mr Doug Lambert 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 Karen Hines.
- Year 11 students participated in a 3-day experience at Broken Bay, organised by Mr Adrian Allan for the Crossroads Program.
- A group of Year 9 students acted as facilitators in drug education learning activities for Primary, Year 7 and Year 8 students during alternate learning week. These lessons were prepared under the guidance of District Drug Education Consultant, Justine Abell-King. Feedback indicated that the peer-led activities were more meaningful for K-8 students.
- Bianca Lee of Year 10 was Highly Commended for her piece of writing in the Sydney Morning Herald's *Young Writers Competition*.
- Michelle Webb of Year 11 won the Hunter Writers' Centre's *Nano Story Competition* for her 160 character, text message narrative.
- Year 10 students participated in the 2008 National Young Leaders Training Program at Sydney Convention Centre.
- 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.
- The school has a growing community of public speakers and debating enthusiasts. In 2008, the English Department conducted the inaugural Public Speaking Evening in the Hunter Theatre. The success of this Year 7-12 event has led to the development of a K-12 Public Speaking Competition in 2009, where an impromptu component will be added to the championship.
- Junior, Intermediate and Senior Debating teams from the Secondary Department competed in an exemplary fashion, proceeding through to the Zone level of the Hunter/Central Coast Debating Competition.
- The 2008 Year Ten Science and Engineering Challenge Team continued the school's success in this competition, winning the area round against 7 other local schools.
- The Year Eleven Envirothon team performed admirably, finishing 4<sup>th</sup> in the Regional competition conducted over two days at the site of the proposed Tillegra Dam. They collected and analysed data relating to this controversial project and presented their findings to an appreciative audience.
- More than 40 students competed in the 2008 International Science Competition. Distinction awards (top 10%) were achieved by 5% of students, with 22% achieving a Credit award (top 30%).

- James Willcox, in Year 11, was selected to participate in a youth astronaut program conducted by NASA in California, USA. James was leader of a team that won the program's engineering challenge. James has since been asked to return to NASA, all expenses paid, to help teach the next round of students in the youth astronaut program.
- Mrs. Pam Burns was invited to present at Language Education conferences in Hawaii, New Zealand and Italy.

### Academic

- Fifty-one students Year Six students successfully a Top 25% result in the Australasian Mathematics Olympiad.
- Ninety-two Year Five and Six students achieved 8 High Distinctions, 15 Distinctions and 4 Credit results in the Newcastle Permanent Building Society Mathematics Competition.
- Students from Years 7-11 achieved 5 Distinction and 21 Credit results in the Westpac Banking Corporation's 2008 Australian Mathematics Competition.
- 46 Year 3-6 Students entered the University of New South Wales' International Competitions Assessment Scheme and achieved 7 High Distinction, 16 Distinction and 23 Credit results in the English, Writing, Spelling, Mathematics, Science and Computing Competitions.
- The 2008 Year Ten Science and Engineering Challenge Team participated in the local competition round placing 2<sup>nd</sup>.

### Academic Examinations

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)

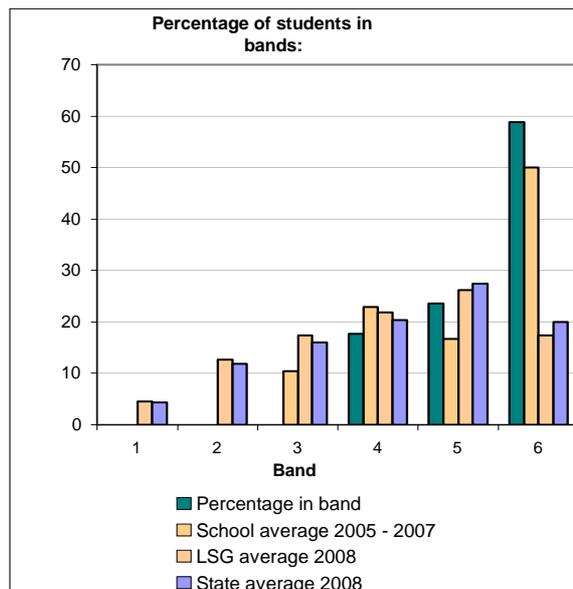
Yr 5: from Band 3 (lowest) to Band 8 (highest)

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

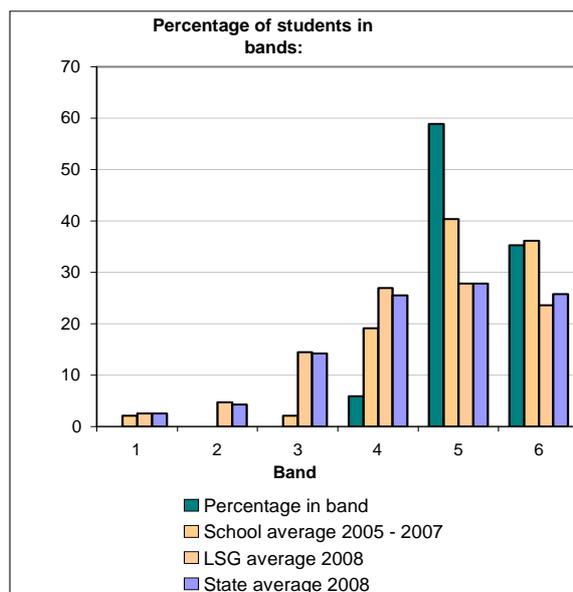
Yr 9: from Band 5 (lowest) to Band 10 (highest)

### Literacy – NAPLAN Year 3

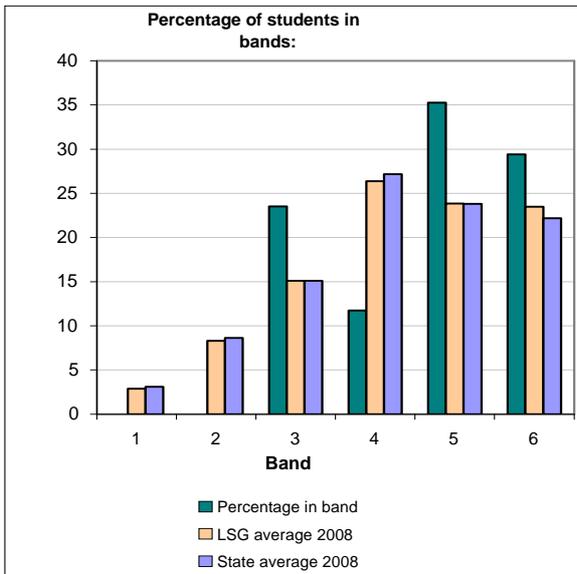
Seventeen Year Three students achieved significantly higher results than students at Regional and State levels. Year Three students performed well in Reading, Writing, Grammar and Punctuation, with 100% achieving results in Bands 4-6 compared with an average of 77% for the state. The cohort was not represented at all in Bands 1-3, compared with 23% for the state. In Spelling, Year Three students performed slightly better than the state in Bands 5-6 (65% v's 45%). However, the grade was over-represented in Band 3 compared to the state (23% v's 15%).



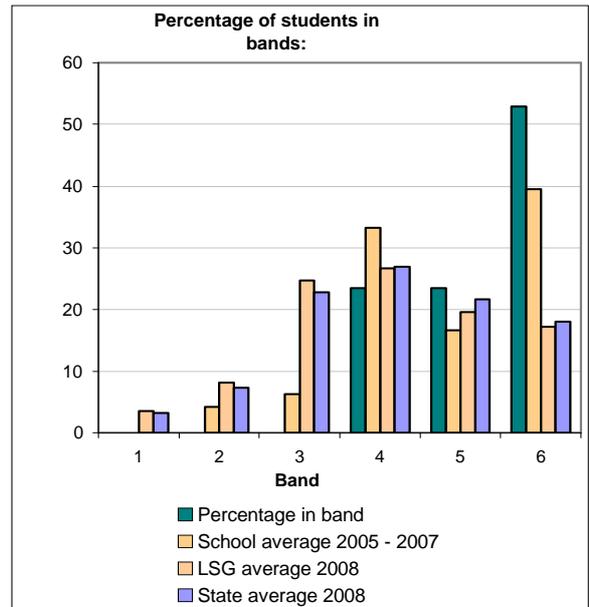
In Year Three Reading, the school recorded an average mark of 492.5, compared with 406.5 for LSG and 412.2 for the State.



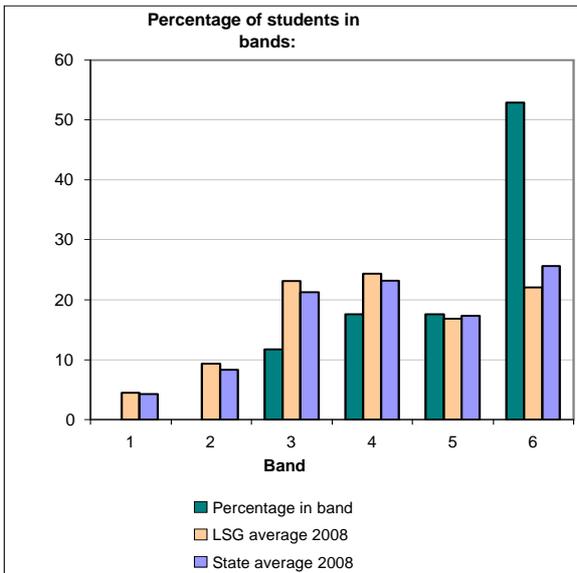
In Year Three Writing, the school recorded an average mark of 468.2, compared with 424.8 for LSG and 427.8 for the State.



In Year Three Spelling, the school recorded an average mark of 440.4, compared with 421.4 for LSG and 418.6 for the State.



In Year Three Numeracy, the school recorded an average mark of 466.5, compared with 405.2 for LSG and 409.6 for the State.



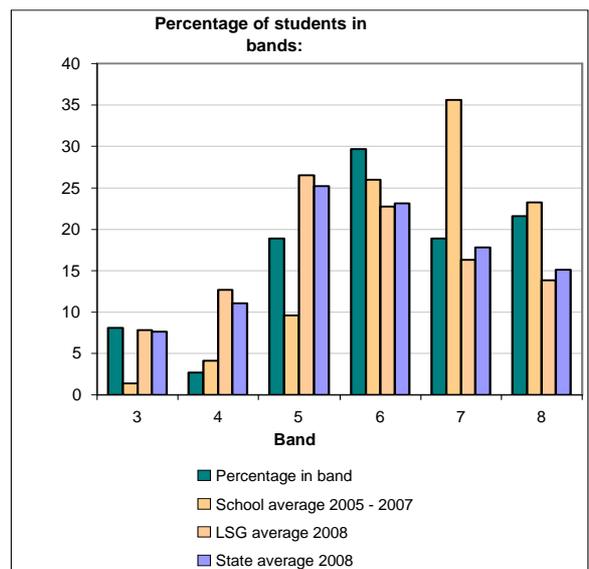
In Year Three Grammar/Punctuation, the school recorded an average mark of 440.4, compared with 421.4 for LSG and 418.6 for the State.

### Numeracy – NAPLAN Year 3

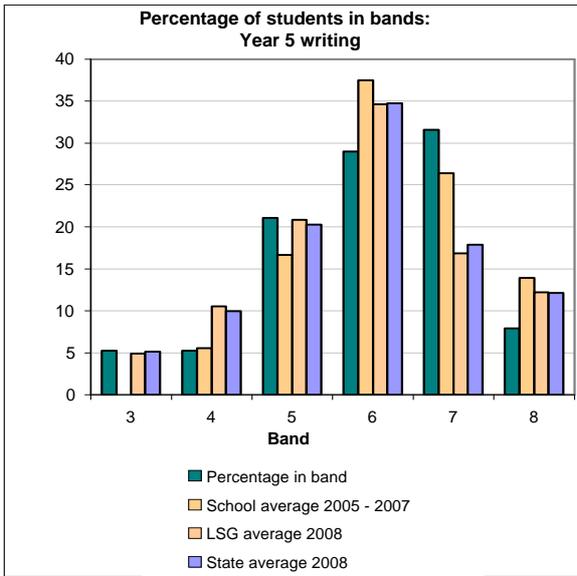
Seventeen Year Three students achieved significantly higher results than students at Regional and State levels. Year Three students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 100% achieving results in Bands 4-6 compared with an average of 66.7% for the state. No students achieved results in Bands 1-3, compared with 33.3% for the state.

### Literacy – NAPLAN Year 5

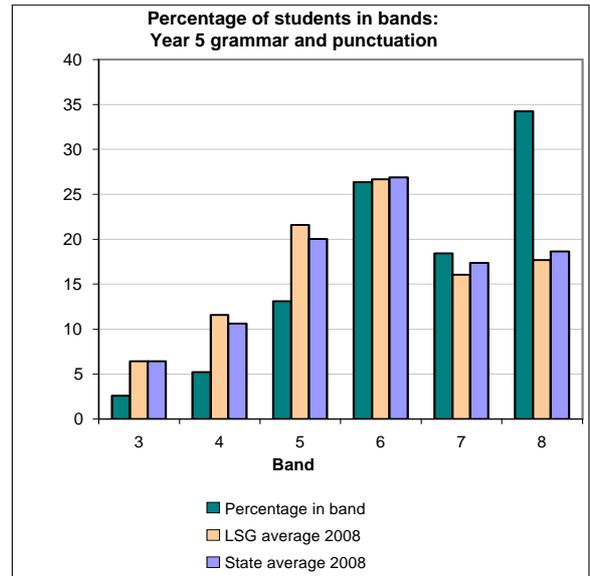
Thirty-seven Year Five students achieved higher results than students at Regional and State levels. Year Five students performed well in Reading, Grammar and Punctuation, with 70% achieving results in Bands 5-8 compared with an average of 65% for the state. The cohort had similar percentages of students in Bands 3-5 to the state. In Writing (40%) and Spelling (42%), Year Five students performed slightly better than the state in Bands 7-8 (30% and 37%). However, the grade was over-represented in Band 5 compared to the state in Reading and Writing.



In Year Five Reading, the school recorded an average mark of 521.1, compared with 489.7 for LSG and 494.4 for the State.



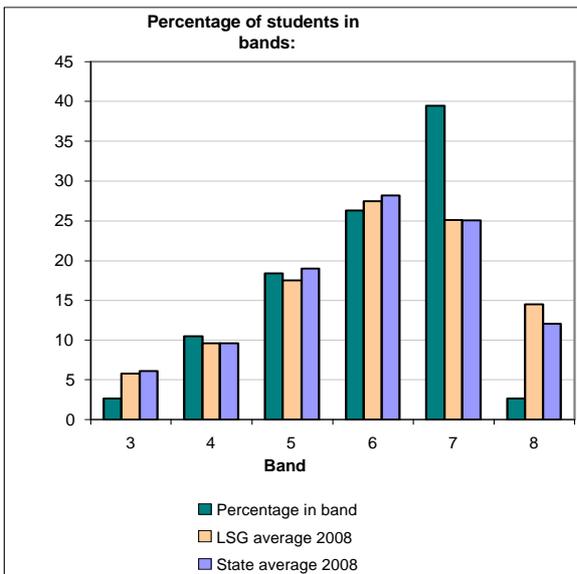
In Year Five Writing, the school recorded an average mark of 502.2, compared with 494.5 for LSG and 495.5 for the State.



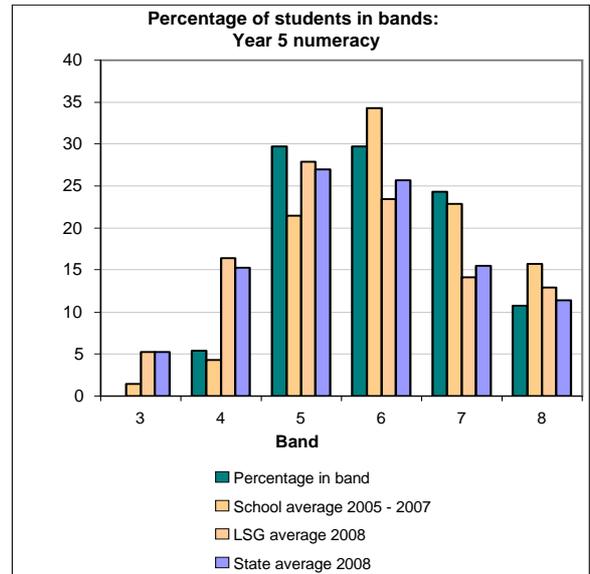
In Year Five Grammar/Punctuation, the school recorded an average mark of 544.3, compared with 501.0 for LSG and 504.5 for the State.

### Numeracy – NAPLAN Year 5

Thirty-seven Year Five 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 64.9% achieving results in Bands 6-8 compared with an average of 52.6% for the state. 35.1% students achieved results in Bands 4-5, compared with 47.4% for the state for Bands 3-5.



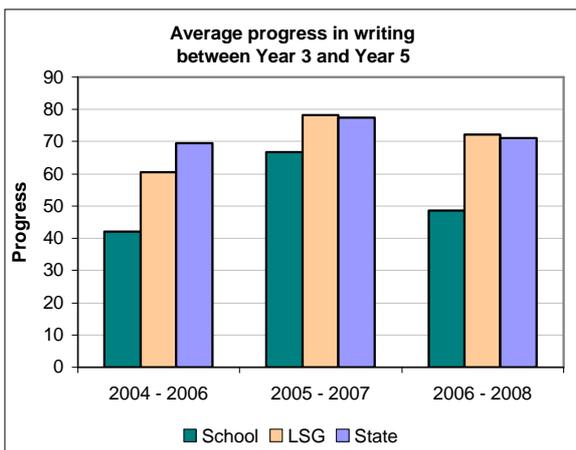
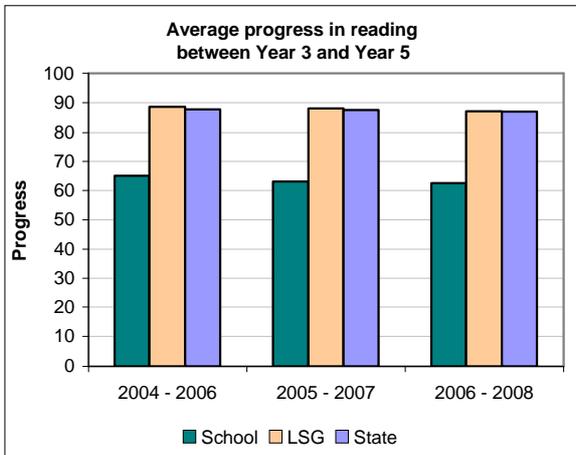
In Year Five Spelling, the school recorded an average mark of 500.3, compared with 503.5 for LSG and 498.5 for the State.



In Year Five Numeracy, the school recorded an average mark of 504.2, compared with 489.6 for LSG and 489.1 for the State.

### Progress in Literacy – Years 3-5

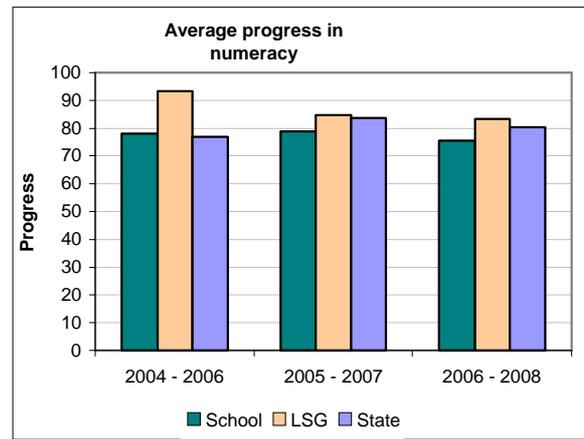
The school continues to perform at a level significantly above state average in Literacy. This year, the NSW Average Mark was 496 while the School Average Mark was 517. This has been a consistent feature for school literacy results over the last five years.



Whilst the school is at or slightly below the State's Average Growth between Years Three and Five, 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.

### Progress in Numeracy – Years 3-5

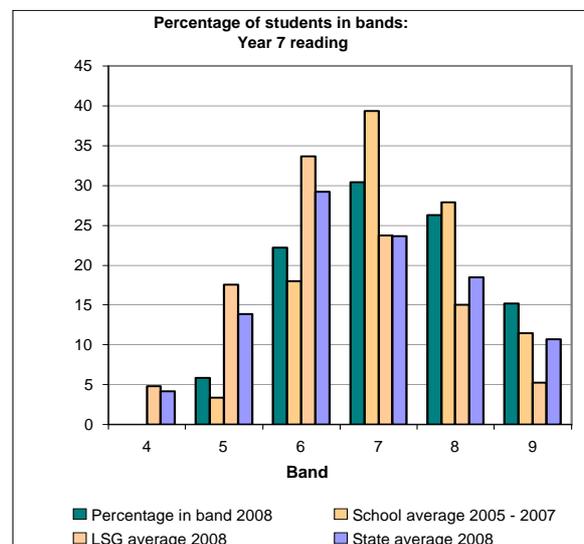
The school continues to perform at a level significantly above state average in Numeracy. This year, the NSW Average Mark was 489.1 while the School Average Mark was 504.2. This has been a consistent feature for school numeracy results over the last five years.



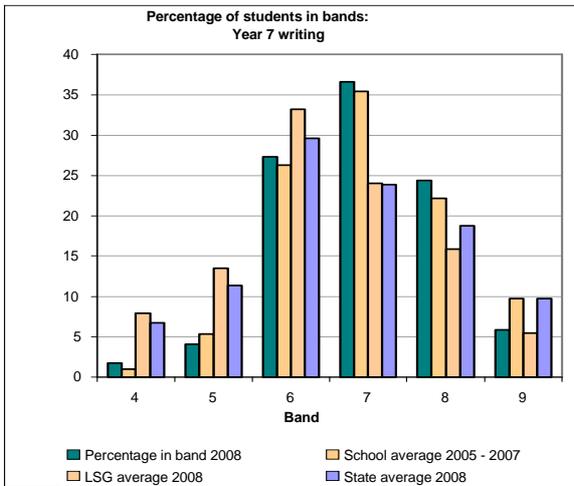
Whilst the school is at or slightly below the State's Average Growth between Years Three and Five, it should be noted that the HSPA cohort is overly represented in the top three numeracy bands, compared with the State. Thus, it is exponentially more difficult for HSPA students to improve. However, to further support its students, the school has developed a three-year K-10 Numeracy Plan to increase student's numeracy learning through targeted diagnostic assessment.

### Literacy – NAPLAN Year 7

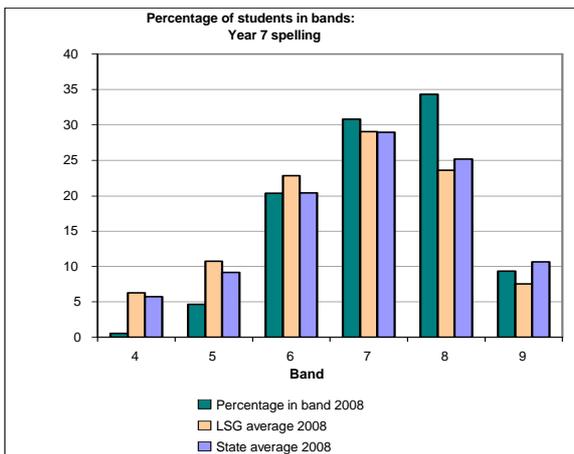
One Hundred and seventy-one Year Seven students achieved higher results than students at Regional and State levels. Year Seven students performed well in Reading, Writing, Spelling, Grammar and Punctuation, with 65% achieving results in Bands 7-9 compared with an average of 52% for the state. The cohort achieved 35% of its results in Bands 4-6, compared with 48% for the state. In Grammar/Punctuation (33%) and Spelling (43.6%), Year Seven students performed slightly better than the state in Bands 8-9 (30.1% and 35.8% respectively). However, the grade was slightly over-represented in Band 6 compared to the state in Reading and Writing.



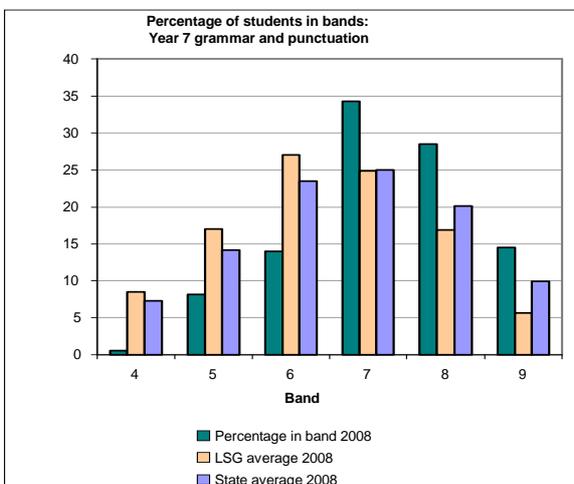
In Year Seven Reading, the school recorded an average mark of 570.1, compared with 526.7 for LSG and 543.2 for the State.



In Year Seven Writing, the school recorded an average mark of 552.1, compared with 521.9 for LSG and 535.5 for the State.



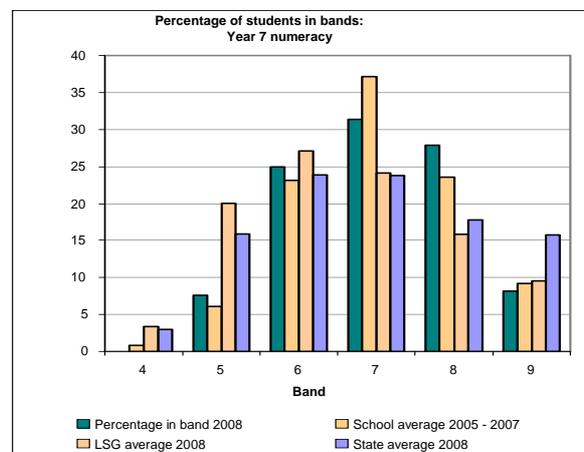
In Year Seven Spelling, the school recorded an average mark of 565.7, compared with 540.7 for LSG and 549.5 for the State.



In Year Seven Grammar/Punctuation, the school recorded an average mark of 572.1, compared with 521.9 for LSG and 537.3 for the State.

### Numeracy – NAPLAN Year 7

One Hundred and seventy-one Year Seven students achieved higher results than students at Regional and State levels. Year Seven students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 67.4% achieving results in Bands 7-9 compared with an average of 57.3% for the state. 32.6% students achieved results in Bands 5-6, compared with 42.7% for the state for Bands 4-6.



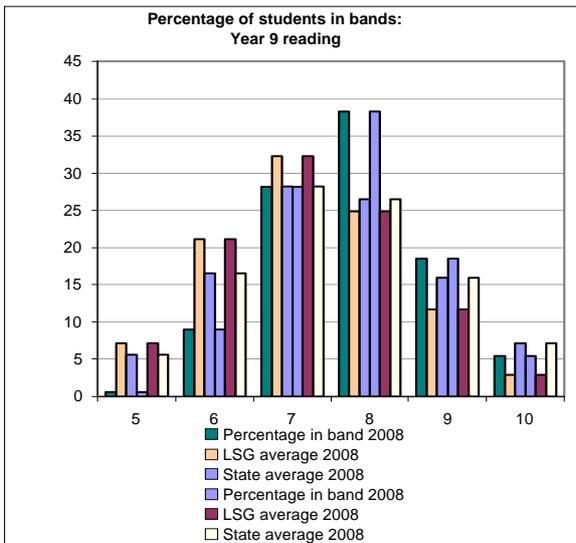
In Year Seven Numeracy, the school recorded an average mark of 559.3, compared with 535.1 for LSG and 552.9 for the State.

In the Number, Patterns & Algebra, Measurement & Data and Space & Geometry strands, Year Seven students performed significantly better than the state. All students met National Benchmarks. Band 9 results were achieved by 8% of students.

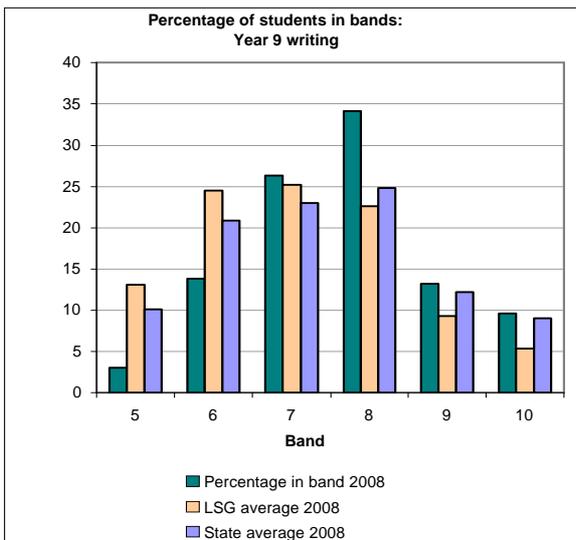
No students recorded a result in the Band 4 and only 8% of students achieved a Band 5 result, half that of the state average.

## Literacy – NAPLAN Year 9

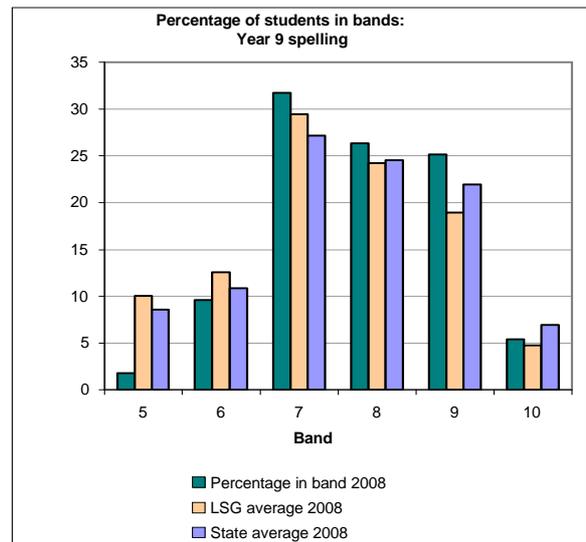
One hundred and sixty-seven Year Nine students achieved higher results than students at Regional and State levels. Year Nine students performed well in Reading, Writing, Grammar and Punctuation, with 58% achieving results in Bands 8-10 compared with an average of 48% for the state. The cohort achieved 42% of its results in Bands 5-7, compared with 52% for the state. In Writing (24%) and Spelling (30.5%), Year Seven students performed slightly better than the state in Bands 9-10 (21.2% and 28.9% respectively). However, the grade was slightly over-represented in Band 7 compared to the state in Spelling.



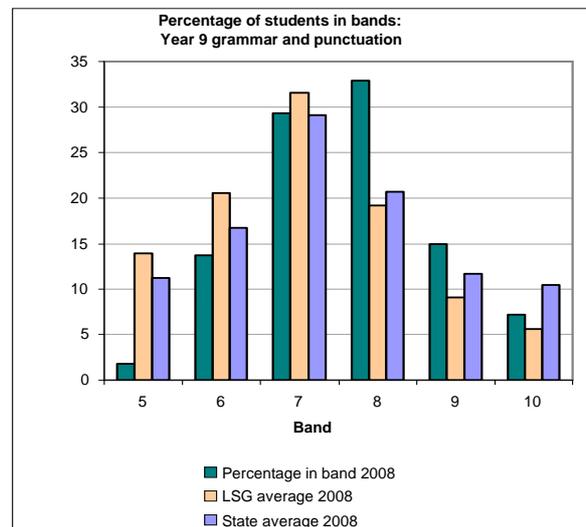
In Year Nine Reading, the school recorded an average mark of 601.0, compared with 566.6 for LSG and 584.0 for the State.



In Year Nine Writing, the school recorded an average mark of 589.2, compared with 552.9 for LSG and 569.8 for the State.



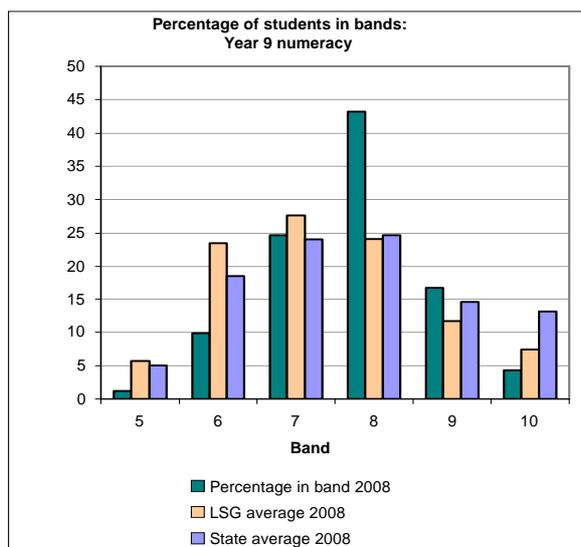
In Year Nine Spelling, the school recorded an average mark of 596.6, compared with 576.4 for LSG and 586.4 for the State.



In Year Nine Grammar/Punctuation, the school recorded an average mark of 594.4, compared with 560.7 for LSG and 586.4 for the State.

## Numeracy – NAPLAN Year 9

One hundred and sixty-seven Year Nine students achieved higher results than students at Regional and State levels. Year Seven students performed well in Numbers, Patterns & Algebra, Measurement & Data and Space & Geometry, with 64.2% achieving results in Bands 8-10 compared with an average of 52.4% for the state. 35.8% students achieved results in Bands 5-7, compared with 47.6% for the state.



In Year Nine Numeracy, the school recorded an average mark of 597.6, compared with 576.1 for LSG and 593.7 for the State.

In the Number, Patterns & Algebra, Measurement & Data and Space & Geometry strands, Year Nine students performed better than the state. National Benchmarks were met by 99% of students. Band 10 awards were achieved by 4% of students, with 17% achieving a Band 9 result.

Only 1.5% of students recorded a result in the Band 5, with only 10% of students achieving a Band 6 result, half that of the state average.

### Progress in Literacy – Years 7-9

Analysis of matched students reveals that a majority of students achieved either Satisfactory or Greater levels of value-adding from Year 7-9. This has been a consistent feature for school literacy results over the last five years.

### Progress in Numeracy – Years 7-9

Analysis of matched students reveals that 82% of students achieved either Satisfactory or Greater levels of value-adding from Year 7-9. This has been a consistent feature for school numeracy results over the last five years.

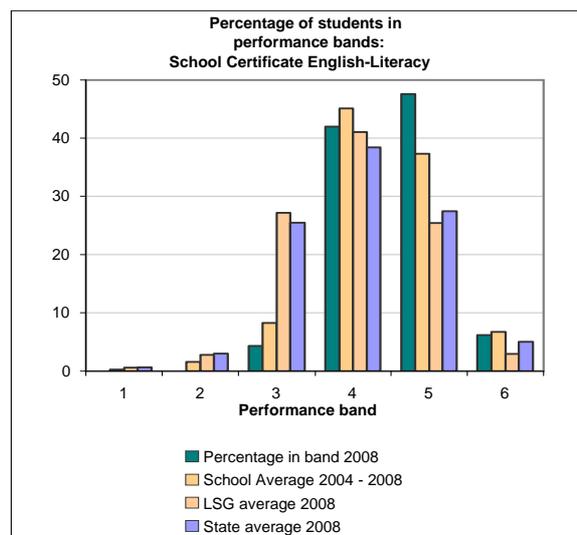
## School Certificate (Years Nine and Ten)

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, 95.7% of students gained a result in the top three School Certificate Bands. This compares with 70.9% state-wide. Ten students achieved a Band 6 award, with 77 achieving a Band 5 award. This is double the state average. Comparisons with external measures are favourable with the school recording an 80.7% average as opposed to 74.3% and 75% for LSG and State averages.



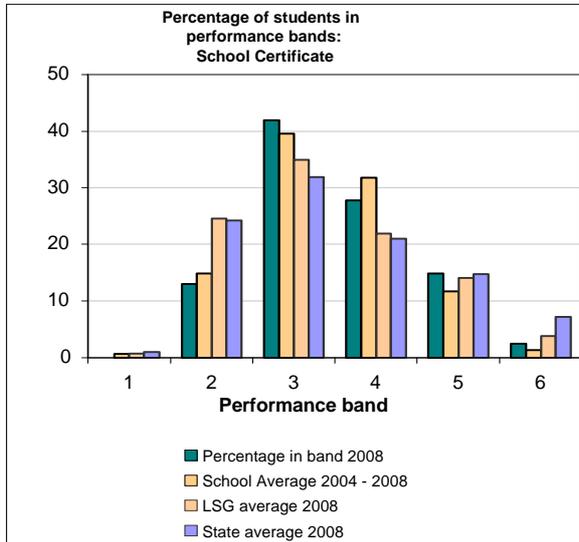
### School Certificate Mathematics

In Mathematics, 45.1% of students gained a result in the top three School Certificate Bands. This compares with 42.9% state-wide. Four students achieved a Band 6 award, with 24 achieving a Band 5 award. Awards in Bands 4-5 were achieved by 45% of students. No student achieved a Band 1 result and only 13% of students achieved a Band 2 result, placing the school's performance above that of the state's.

Advanced Mathematics 5.3 Grade's were achieved by 35% of students, with 23% of these students receiving Grade A's. This is comparable with the state average. Comparisons with external measures are favourable with the school

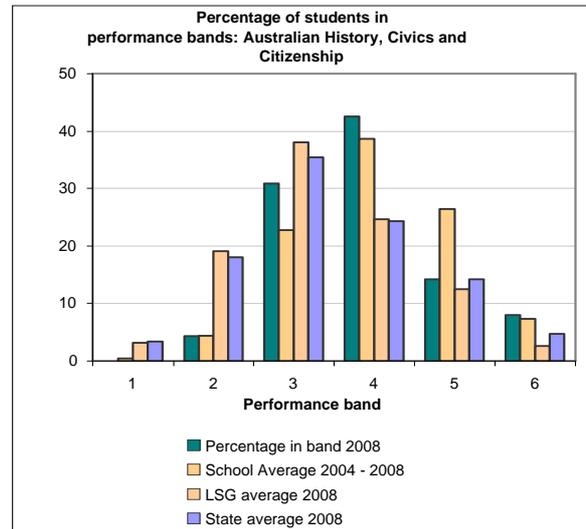
recording an 80.7% average as opposed to 74.3% and 75% for LSG and State averages. The school outperformed LSG and State averages in Bands 1-5, which has been a consistent pattern.

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 only 1.4% below that of the state.



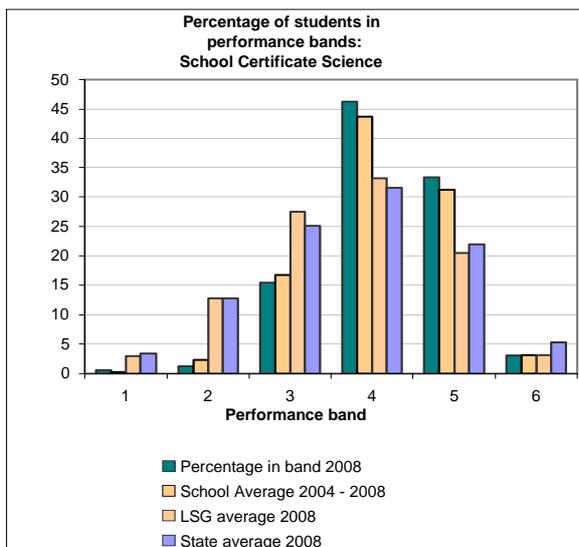
### School Certificate History

In Science, 64.8% of students gained a result in the top three School Certificate Bands. This compares with 43.2% state-wide. Thirteen students achieved a Band 6 award, with 23 achieving a Band 5 award. This is 22% higher than the state average. Comparisons with external measures are favourable with the school recording an 73.6% average as opposed to 67.5% and 68.5% for LSG and State averages.



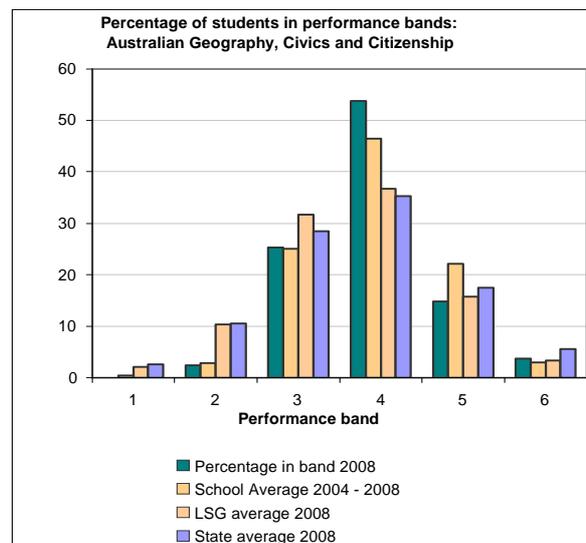
### School Certificate Science

In Science, 82.7% of students gained a result in the top three School Certificate Bands. This compares with 58.8% state-wide. Five students achieved a Band 6 award, with 54 achieving a Band 5 award. This is 25% higher than the state average. Comparisons with external measures are favourable with the school recording an 76.5% average as opposed to 71.0% and 71.7% for LSG and State averages.



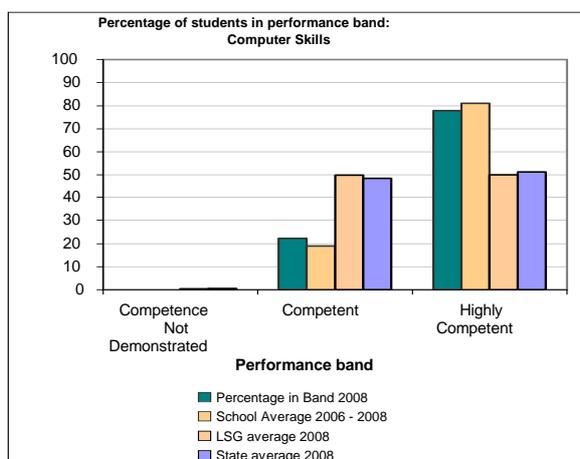
### School Certificate Geography

In Geography, 82.2% of students gained a result in the top three School Certificate Bands. This compares with 58.5% state-wide. Six students achieved a Band 6 award, with 24 achieving a Band 5 award. This is comparable with the state average. Comparisons with external measures are favourable with the School recording a 73.6% average as opposed to 70.7% and 71.4% for LSG and State averages.

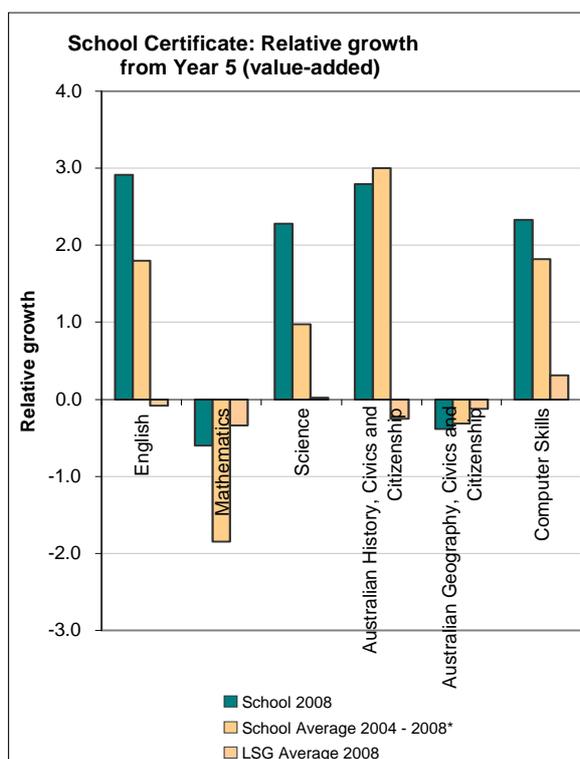


## School Certificate Computer Skills

In Computer Skills, 77.8% of students gained a result in the top School Certificate Band. This compares with 51.5% state-wide. One hundred and twenty six students achieved a Highly Competent award, with 36 achieving a Competent award. No students were in the lowest band. This is above the state average. Comparisons with external measures are favourable with the school recording an 84.2% average as opposed to 78.7% and 79.0% for LSG and State averages. The school performed better than the state in Computer Operations, Graphics & Multimedia, Internet and Email. The school performed at state level for Word Processing, Spreadsheets and Databases.



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



The school achieved pleasing value-added figures when comparing Year 5-Year 10 growth figures. Four out of the six assessable areas of learning recorded positive growth figures of between 2.0-3.0 in comparison to a statistical state average of 0. English, Science, History and Computer Skills continue to provide strong value-adding from Year 5 for students, with between 2.3 – 2.9 points higher growth than the state.

Value-Adding Year 5 to Year 10				
Course	School 2008	School Average 2004 - 2008	LSG Average 2008	State 2008
English	2.9	1.8	-0.1	0.0
Mathematics	-0.6	-1.9	-0.3	0.0
Science	2.3	1.0	0.0	0.0
Australian History, Civics and Citizenship	2.8	3.0	-0.3	0.0
Australian Geography, Civics and Citizenship	-0.4	-0.3	-0.1	0.0
Computer Skills	2.3	1.8	0.3	0.0

## School Certificate Dance

Fifty-three students completed the School Certificate course, with their results reflecting the specialised nature of the school. Eighty percent achieved an 'A' and 'B', which was well above the state average. Eight students completed the Board of Studies endorsed 'Classical Ballet' course and achieved excellent results.

## School Certificate Drama

Seventy-five students completed the School Certificate course, with their results reflecting the specialised nature of the school. Sixty percent achieved an 'A' and 'B', which was well above the state average. Five students completed the Board of Studies endorsed 100hr course and achieved excellent results.

## School Certificate Music

In Music 200 hours, 78% achieved grades 'A' and 'B', which was well above the State Average. These School Certificate results reflected the specialised nature of Hunter School of the Performing Arts. Staff expect that this result will underpin strong student achievement at the Higher School Certificate.

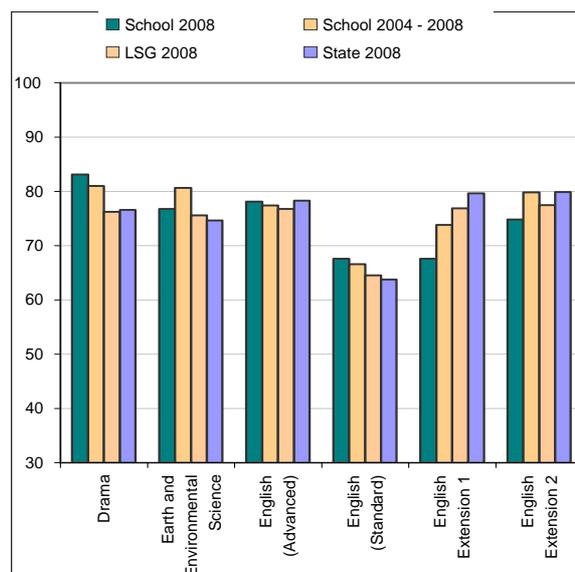
## Higher School Certificate (Years Eleven-Twelve)

The school achieved significant success in the 2008 HSC, with most of its students achieving a Band 4 or higher. A large number achieved Band 5 and 6 results. A significant number of students placed on the HSC All Rounders, HSC Top Achievers in Course and HSC Distinguished Achievers lists.

2008 HSC 'All Rounders' Merit List	
Claire Herms	Achieving a Band 6 (2 unit) or Extension 4 (1 unit) result in at least 10 units.
2008 HSC 'Top Achievers in Course' Merit List	
James Matthews	4 <sup>th</sup> in state for Aboriginal Studies
Brooke Hall	5 <sup>th</sup> in state for Aboriginal Studies
2008 HSC 'Distinguished Achievers' Merit List	
Aboriginal Studies	Louise Chowdry, Brook Hall, James Matthews, Kiritin Norath, Victoria Pacey, Ellen Pollock, Brooke Rosser, Nadine Straiton and Georgia Weitenberg.
Ancient History	Brooke Hall, Claire Herms, Patrick Hudson, Sophie Knott, Anna Lambert, Britany Smyth-Jones, Toshi Weller-Wong and Angus Wilkinson.
Chemistry	Georgina Liversidge.
Dance	Georgia Cowell, Shelby Dent and Jackson Walker.
Drama	Gemma Bath, Chandel Brandimarti, Sara Brown, Alyssa Gladstone, Tom Handley, Patrick Hudson, Anna Lambert, James Matthews, Victoria Pacey, Demi Papanicolaou, Brooke Rosser, Tim Sattler and Ashleigh Thomas.
English Advanced	Claire Herms, Sophie Knott and Ellen Pollock.
Entertainment Ind.	Anna Lambert, Philip Paterson and Lachlan Thomas.
French Beginners	Isabella D'Accione, Ellen McGeoch and Siobahn Turrell.
Italian Beginners	Anna Lambert and Ellen McGeoch.
Modern History	Claire Herms and Sophie Knott.
Music 1	Billie Chant, Ben Crawford, Kellie Gnauck, Ella Roberts and Zachary Swan.
Music 2	Colin Prichard.
Music Extension	Chandel Brandimarti, Anna Cook, Lucy Kennewell, Colin Prichard, Emily Smith and Emily Young.
Society & Culture	Claire Herms and Georgia Hunt.
Studies of Religion	Patrick Hudson, Ellen Pollock and Toshi Weller-Wong.
Textiles & Design	Kiritin Norath.
Visual Arts	Gemma Bath, Courtney Blackwell, Anthea Doyle, Brooke Hall, Claire Herms, Jacinta Holt, Georgia Hunt, Lucy Kennewell, Ellen McGeoch, Kiritin Norath, Alexandra Ossington, Demi Papanicolaou and Emily Young.

## English Department

In Standard and Advanced English, our data indicates that students in the school are performing at a level that is equal to or slightly better than state average. Whilst results for Extension English are slightly below the state average, the value-added data for these students indicates that they have all made improvements. Although student choice seems to be driving this, it is nonetheless an area that the faculty wishes to explore in order to improve student outcomes through continued use of quality teaching strategies.

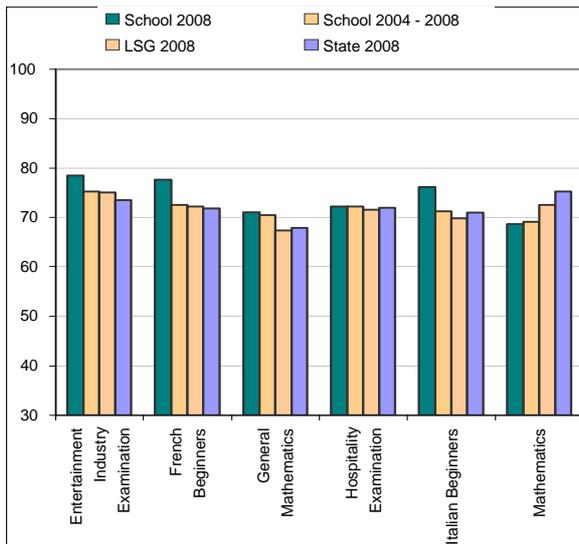


## Mathematics Department

In General Mathematics, the school achieved a higher result than both the LSG and state averages. This is a consistent pattern of the past 4 years. In General Mathematics, 55% of students scored marks in the top three bands. This is close to state averages.

In Mathematics, 48% of students achieved a result in the top three bands. The school slightly under-performed in comparison to both LSG and state averages. Whilst slightly lower than the state average, these results represent a slight improvement on previous HSC results.

In Mathematics Extension 1, all students achieved an E3 band result (Band 5 equivalent).

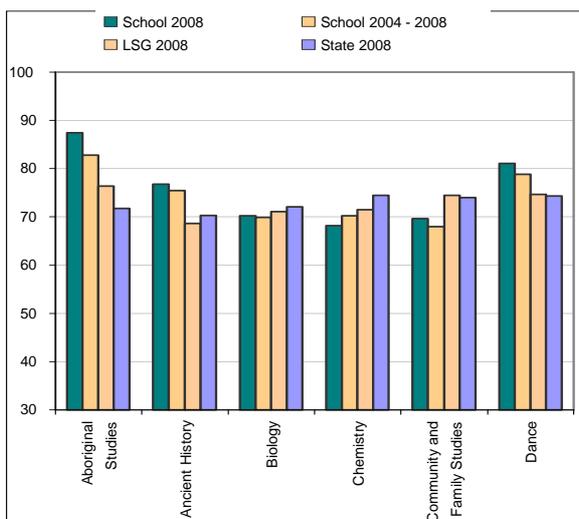


### Science Department

In Earth and Environmental Science (EES), 50% of HSPA students achieved a Band 5 or Band 6, compared with below 46% for the state. For almost half of EES students, this subject was their highest HSC mark. The average result for EES students was above the state average.

In Biology, Chemistry and Physics, over 50% of students achieved a Band 4 or better. In Biology, 16.12% achieved a Band 5 result compared with 24.3 for the state. In Chemistry, 5.55% achieved a Band 6 result, with 11.11% achieving a Band 5 result compared with 12.79% and 25.5% for the state. In Physics, 8.33% achieved a Band 5 result compared with 24.88% for the state.

Increasing numbers of HSPA Science students have been accepted into science-related courses at Newcastle University and other tertiary institutions.



### Human Society & Its Environment Department

All HSIE subjects performed well above the LSG and State average mark in 2008 and more

importantly over the longer term from 2004 to 2008. This represents a significant trend of continuous quality teaching in these subjects.

The school average for Aboriginal Studies was 14.6% higher than the state average. Band 6 results were achieved by 47.3% of the candidature as opposed to 7.4% for the state. Band 5 results were achieved by 31.5% of students compared with 22% for the state.

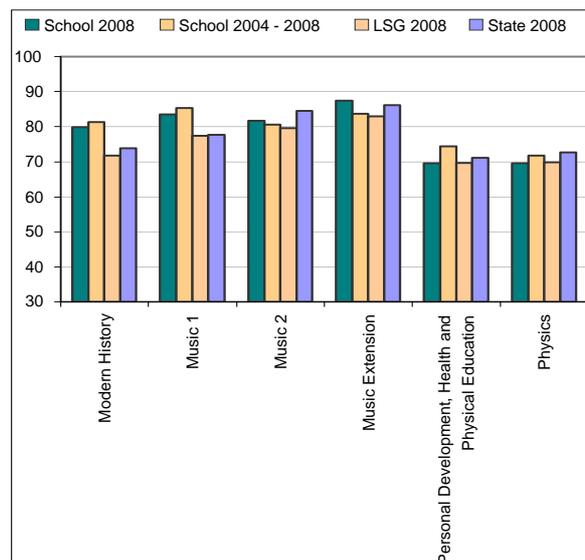
The school average for Ancient History was 6.4% higher than the state average. Band 6 results were achieved by 17.4% of the candidature as opposed to 11.2% for the state. Band 5 results were achieved by 28% of students compared with 26% for the state.

The school average for Modern History was 5.9% higher than the state average. Band 6 results were achieved by 9% of the candidature as opposed to 7.4% for the state. Band 5 results were achieved by 36% of students compared with 33% for the state.

The school average for Society & Culture was 11.4% higher than the state average. Band 6 results were achieved by 15% of the candidature as opposed to 6% for the state. Band 5 results were achieved by 53% of students compared with 29.6% for the state.

The school average for Extension History was 4.6% higher than the state average. Extension 3 (Band 5 equivalent) results were achieved by 100% of the candidature.

The school average for Studies of Religion was 5% higher than the state average, which is especially pleasing as this is the first year this course has run. Band 6 results were achieved by 16.6% of the candidature as opposed to 11.4% for the state. Band 5 results were achieved by 50% of students compared with 37.2% for the state.



## Music Department

The school's Music results were impressive in 2008, with 96% of students achieving grades in the top three bands. Students in all three Music courses achieved a total of 12 Band 6 results and 32 Band 5 results.

Music 1 candidature achieved another strong set of results in 2008, with an average of 83.4% in comparison to the state with 77.3%. Band 5 or 6 results were achieved by 85% of the cohort.

Music 2 results demonstrate a significant improvement for the school, above the LSG average but slightly below the state. The 17 students all achieved a result in Bands 4, 5 or 6.

Music Extension results were exceptional with an average result of 87.5%, which far exceeded both LSH and State averages. Extension 4 (Band 6 equivalent) results were achieved by 55% of the cohort with the remaining 45% achieving an Extension 3 (Band 5 equivalent) result.

## Dance & Drama Department (Performing Arts)

The school average for Dance was 9.76% higher than the state average. Band 6 results were achieved by 10% of the candidature as opposed to 7.98% for the state. Band 5 results were achieved by 40% of students compared with 22.48% for the state. All students received a Band 4 or higher.

The school average for Drama was 9.08% higher than the state average. Band 6 results were achieved by 21.31% of the candidature as opposed to 11.12% for the state. Band 5 results were achieved by 54.09% of students compared with 37.3% for the state. Thirteen students achieved a Band 6.

A significant number of Band 5's were achieved by students with 33 in Drama and 12 in Dance.

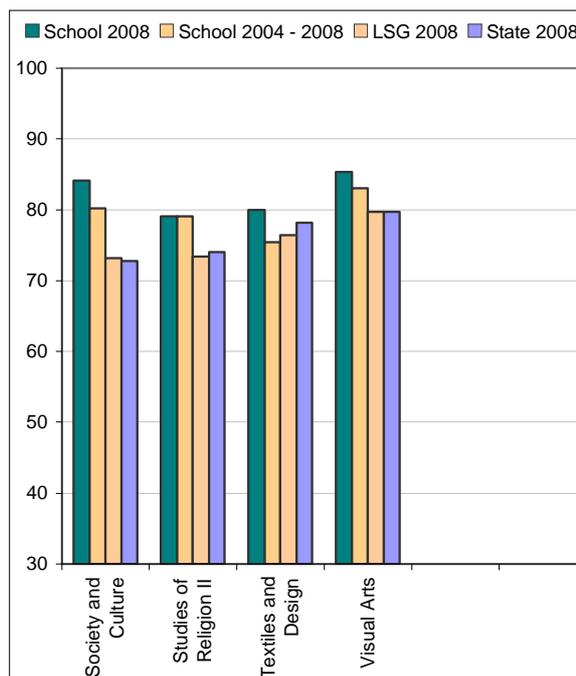
## Visual Arts Department

Visual Arts continues to rank higher within the school in comparison to other subjects and both LSG and school averages. The school average of 85.3% exceeds both LSG and state averages, both of 79.7%. This strong result contributes to a five-year average result of 83.0%

Visual Arts ranked as the school's third highest HSC subject after Aboriginal Studies and Music Extension and places behind only Music 1 and Music Extension in five-year averages.

For the majority of Visual Arts students, Visual Arts was either their highest or second highest HSC result. Band 6 results were achieved by 30% of students with a further 53% achieving a Band 5 result. A further 18% of students achieved a Band

4, meaning no results were obtained in the bottom three performance bands.



## Languages Other Than English Department

Strong results were continued in both French Beginners and Italian Beginners in 2008. In French Beginners, 27% of students achieved a Band 6 result, 9% achieved a Band 5 and 45% achieved a Band 4 result.

French Beginners achieved a 77.6% result significantly higher than the school's 72.5% five-year average. Comparisons with LSG and state averages are favourable with averages of 72.2% and 71.8% respectively.

In Italian Beginners, 18% of students achieved a Band 6 result and 27% achieved a Band 5 result.

Italian Beginners achieved a 76.2% result significantly higher than the school's 71.2% five-year average. Comparisons with LSG and state averages are favourable with averages of 69.8% and 70.9% respectively. This indicates strong growth in the LOTE Department.

## Personal Development, Health and Physical Education Department

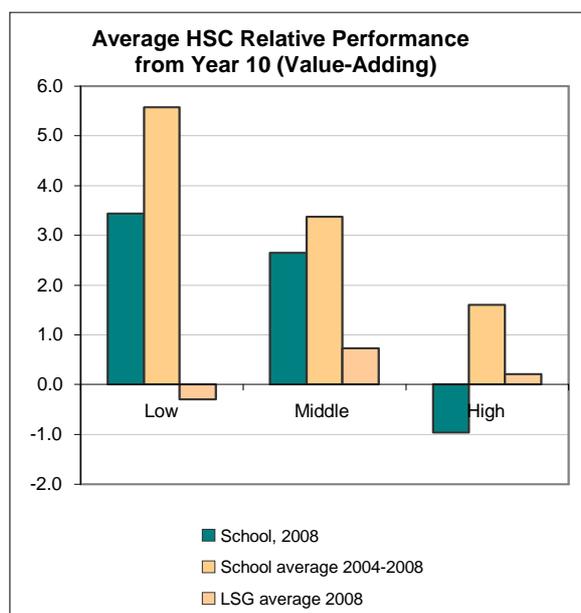
High student achievement was achieved in 2 unit PDHPE, with 3 students in Band 5 (19%) and 6 students in Band 4 (38%). Overall school achievement was the same as LSG averages and slightly below the state average.

Student achievement in Community and Family Studies was slightly below the State average. All students achieved awards in Bands 3-5, with 61.5% gaining Band 3 awards.

## Comparisons (State and Like School Groups)

Course	School 2008	School 2004-2008	LSG 2008	State 2008
Aboriginal St.	87.4	82.7	76.4	71.8
Anc. History	76.7	75.4	68.7	70.3
Biology	70.2	70.0	71.1	72.2
Chemistry	68.2	70.2	71.5	74.5
Child/Family St.	69.6	68.0	74.5	74.0
Dance	81.0	78.9	74.6	74.3
Drama	83.1	80.9	76.2	76.6
E.E. Science	76.8	80.6	75.6	74.7
English (Adv.)	78.2	77.4	76.8	78.3
English (St.)	67.6	66.6	64.6	63.8
English Ext. 1	67.6	73.9	76.8	79.6
English Ext. 2	74.8	79.8	77.5	79.9
Ent. Ind. Exam	78.6	75.2	75.0	73.5
French Beg.	77.6	72.5	72.2	71.8
Hospitality Ex.	72.2	72.2	71.6	72.0
Italian Beg.	76.2	71.2	69.8	70.9
General Math.	71.1	70.5	67.4	67.9
Mathematics	71.0	72.3	74.1	-3.1
Mod. History	79.9	81.2	71.9	74.0
Music 1	83.4	85.3	77.4	77.7
Music 2	81.7	80.5	79.6	84.4
Music Ext'n	87.5	83.6	83.0	86.2
P.D.H.P.E.	69.7	74.6	69.7	71.1
Physics	69.7	71.8	69.8	72.7
Soc. & Culture	84.1	80.2	73.2	72.7
St of Religion II	79.1	79.1	73.4	74.1
Textiles/Design	80.0	75.5	76.4	78.2
Visual Arts	85.3	83.0	79.7	79.7

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



## Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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

Students who do not meet minimum national standards have been identified and are supported by the school through its Support Teacher Learning Assistance programs and also the *An Even Start* National Tutorial Assistance Program.

This program was coordinated by Mr Greg Bryant, Support Teacher Learning (STL) and enabled 30 identified students to be specifically supported in numeracy at school by familiar teaching and school learning support officers (SLSO).

Percentage of Year 3 students achieving at and above minimum standard in 2008	
Reading	100.0
Writing	100.0
Spelling	100.0
Punctuation and grammar	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above the minimum standard in 2008	
Reading	92.0
Writing	95.0
Spelling	97.0
Punctuation and grammar	97.0
Numeracy	100.0

Percentage of Year 7 students achieving at and above minimum standard in 2008	
Reading	100.0
Writing	98.3
Spelling	99.4
Punctuation and grammar	99.4
Numeracy	100.0

Percentage of Year 9 students achieving at or above the minimum standard in 2008	
Reading	99.4
Writing	97.0
Spelling	98.2
Punctuation and grammar	98.2
Numeracy	98.8

## Significant Programs and Initiatives

### Aboriginal Education

Aboriginal Education perspectives continue to be embedded in all Key Learning Area programs. These have developed across both the Primary and Secondary Departments to varying degrees.

All K-6 students participated in an Aboriginal Education Immersion Day under the leadership of Year 12 student, Kiritin Norath. Kiritin planned a range of activities with Mr Greg Douglas as part of her studies for HSC Aboriginal Studies. The day began with a flag-raising ceremony, included gender-based dancing, face-painting and other cultural activities. Kiritin received a Band 6 HSC result along with 8 other students in this course.

All K-12 students attended a special observance ceremony of the National Apology to all Aboriginal people in Australia. Staff discussed the significance of this event with all students. A particular focus on this historical event was given in all K-6 classes, Year 7-12 HSIE courses and Aboriginal Studies.

The Millabah Dance Group continues to represent the school and the Aboriginal community in a high profile role. In 2008, Millabah performed at a number of significant public events and school celebrations, including at Glendale East and Cardiff Public Schools and at Hunter Sport High School. All performances were very well received, with the group receiving accolades for its focus and professionalism. A highlight of the year was their performance with Newcastle High's Muloobinbah group, at Starstruck 2008. The group is an active example of Reconciliation, with both indigenous and non-indigenous members proudly celebrating Indigenous culture.

Individual indigenous students at HSPA have achieved very well in both academic and performing arts areas. Chloe Saggus of Year 11 was selected for the Indigenous Drama Camp. Kyla Williams of Year 8 was a participant in the School Spectacular 2008 and the Indigenous Talent Development Program.

HSC Aboriginal Studies continues to be a popular subject for both indigenous and non-indigenous students with a full Year 11 class in 2008 and a full class for 2009. In fact, Hunter School of the Performing Arts has the highest enrolments for Year 11 and Year 12 classes of any school in the state. James Matthews and Kiera Norris had their major HSC projects selected to be digitalised and included in the permanent digital collection of the NSW State Library

Year 11 Aboriginal Studies students and indigenous students from other years participated in a number of activities to increase appreciation for and empathy with indigenous culture. These

included visits to the Awabakal Aboriginal Medical Service, Wollotuka-Birabahn at Newcastle University and the annual camp-heritage site visits in Yengo National Park.

In 2008, the school held a Primary Aboriginal Students GATS Immersion Day for the first time in a number of years. With over 20 participants immersed in performances, and dance, drama and music workshops, this was a very successful day. In 2007, only 2 indigenous students auditioned for the school. After this day, 14 auditioned, with five indigenous students being offered a position at the school.

Proactively, the school's senior executive developed the HSPA CAAEP (Creative Arts Aboriginal Education Plan), which will be its second regional outreach program. This three-year strategic plan has the aims of outreaching to Stage Two and Three Aboriginal students in local primary schools and their communities, to support those students with an aptitude in Performing Arts. Its second main aim is to consolidate staff awareness and consolidate the incorporation of Aboriginal Education perspectives into all teaching and learning programs K-12. CAAEP drew its first applicants in 2008 and through such bodies as the Primary Principal's Association, the Regional Arts Council and with community and business sponsorship, the school will support more indigenous students to develop in the performing arts and possibly, increase their skills for a stronger audition.

### 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 a trained staff member, Mr Greg Douglas, 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 the strategies used to resolve them.

Staff use of the 'Prejudice: No way!' anti-prejudice activities and 'Big Mob Books for Little Fella's' were continued for Primary students in 2008.

The DET calendar for cultural diversity was used in each K-6 classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia. School and class celebrations reflect our own community diversity.

The school's Anti-Racism Contact Officer attended the regional anti-racism education network and report to staff meetings.

## **Respect and Responsibility**

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 Australian 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 Department of Education & Training'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 Department of Education and Training's Core Rules and the school's Code of Conduct.

## **Student Leadership**

Year 6 and Year 12 Student Executive leaders were elected by staff and students at the end of 2007 to their positions and they received specific leadership training, respectively at Young Leaders and Government House.

The K-6 Student Representative Council and Year Six Parliament assisted primary staff and students with the organisation of many special days, data collections and collections for local national and international charities under the leadership of Miss Wendy Leis. The Primary Department School Captains represented the school at the regional 'Harmony Day' initiative.

Year 7 elected two Class Captains per class each term to assist Mr Lambert in the development of the 'Year Seven Code of Code of Conduct' and Year Seven 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 Baker's leadership, successfully chaired official functions, represented the school at special events, organised Year 7-12 School Dances and generated funds for such charities as World Vision.

## **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 if 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 significant aim of the school in the 2009-2011 Strategic Plan.

Two Year 10 students, Jayde Noble and Michael McDonagh undertook training with Mrs Maher and Mr Campbell to make connections between meaningful ways of serving the outside community within the school's capacity to do so. This program is strongly linked to curriculum outcomes and will clarify for students the relevance of subject content. This learning will be extended into the middle years in 2009, with Year 6 and 9 students being involved in training.

## **Personal Development and Health**

All K-6 students undertook studies in the NSW Department of Education & Training's mandatory 'Drug Education' syllabus.

Under the guidance of regional Drug Education Consultant, Justine Abell-King, a group of Year 9 students developed a range of drug education activities, which would be age-appropriate and could be delivered to Primary, Year 7 and Year 8 students during Alternate Learning Week. These Year 9 students prepared these lessons in the following topic area:

- Primary – Dangers of Cigarettes and Alcohol
- Years 7 and 8- Misuse of Alcohol.

Participating student leaders indicated that having peers deliver the drug education messages gave even more meaning exercise for the K-8 students involved in this program

A group of Year 9 and 10 girls benefited from involvement in the *Shine* program, which incorporated instruction in make-up, nutrition, psychology, deportment and hair dressing over a 4-week period during sport time. The emphasis was on the positive personal growth of the participants utilizing the support of professional staff. A presentation of the book *Shine* and a 3-course dinner at Crowne Plaza, Newcastle was the final stage of this course. All students involved, reported higher levels of self-worth and respect at the conclusion of the course.

## **Progress on 2008 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 2008, the school began to develop its 2009-2011 Strategic Plan, which will be responsive to the Hunter/Central Coast Region's Strategic 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 2008 targets:

### **Target 1.**

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

Our achievements include:

- A process of faculty review and the production of faculty documents in relation to teaching programs that embrace the principles of Quality Teaching.
- Embedding of 'School to Work' program elements into the curriculum and the establishment of a skills tracking process.
- Increases in the use of data and assessment for learning strategies by staff to guide improvement processes in faculties.
- Improvements to teaching practices in Writing K-12 following school involvement in a regional 'Focus School' review program.

### **Target 2.**

**Enhance staff welfare, capacity and accountability.**

Our achievements include:

- Supporting three beginning teachers to meet both NSW DET and NSW Institute of Teachers accreditation and professional standards at *Professional Competence* level.
- Continued development of individual professional learning plans for all staff.
- The engagement of staff in quality professional learning activities both within and outside the school which resulted in significant influences within faculty teams.
- Increased understanding and acceptance of the accountability framework for teachers by strengthening teacher support and accountability aspects through the school's Teacher Assessment Review Schedule.
- Increased awareness of middle years teaching and learning, and welfare issues through the school executive as a result of participation in the Middle Years Conference.

### **Target 3.**

**Enhance the school community relationships through improved communications.**

Our achievements include:

- Web-based delivery of the Whole School and Primary Department newsletters to parents and community members.
- Upgrading of the school's website to ensure that its content is accurate, current and presented in a format that makes information easy to find.
- Continue the program of year group specific parent information evenings and forums.
- Presentation sessions at P&C meetings by key staff on issues and initiatives.
- Showcasing the performing arts and curriculum based successes of the educational programs at the school.
- Favourable feedback provided through targeted surveys of students and the parent community.

## **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. For 2008, the school carried out evaluations of Writing K-12 and the Primary Department.

## **Curriculum**

In 2008, the school continued to receive support in the Secondary Department for its efforts in further developing student improvements in literacy between Years 3 and 5. This continued from 2007, with a focus on the middle years, from Years 6 to 7 and from Year 7 to 9.

## **Background**

Analysis of school data in comparison with both State and Like School Group (LSG) averages revealed at regional level that while the school significantly outperformed both the State and LSG in terms of student achievement, that there was capacity to 'value-add' more in students.

## **Findings and conclusions**

Areas where this exponential growth could be continued were clarified. Extensive time was spent by 10 faculty and department writing teams in 2008 to develop a common framework for the delivery and completion of assessable written tasks. This common framework included expectations, syllabus outcomes, marking guidelines, writing templates and assessment rubrics.

Discussions with students, parents and staff have revealed that the development of a common writing framework has already begun to assist with clarifying exactly what is being asked for and also with increasing the accuracy of student responses. As a result, a curriculum mapping of K-6 Board of Studies Text Type and Year 7-12 BOS Verbs was completed in Term 4 and the decision was taken to make the K-12 Writing Project a key aim of the 2009-2011 Strategic Plan.

## **Future directions**

Due to this success, a K-12 Writing continuum was developed in consultation with all K-12 writing teams. Writing Teams of Head Teachers and 2 staff from each secondary department and the primary staff will be continued. A systematic plan to deliver staff professional development, through these writing teams will be continued. Further Professional Learning Funds and linkages with staff from the University of Newcastle are being planned for to continue developing models of writing best practice. This will be monitored as part of the 2009-2011 School Strategic Plan.

## **Educational Management and Practice**

In 2008, the Principal continued to lead the executive staff of Deputy Principals, Head Teachers and the Assistant Principal through the process of defining Role Statements for the senior and middle management levels of the school. This will assist the school to meet its obligations under the Executive Assessment Review Scheme, which will be implemented in 2009.

## **Background**

This review was continued as part of the restructures in both the Primary and Secondary Departments of the school, as Hunter School of the Performing Arts moves to a one-school model. Head Teachers were presented with a scaffold to identify faculty-specific and whole-school generic responsibilities of this middle management layer. The Assistant Principal position continued to be re-evaluated in terms of which managerial and learning area responsibilities should flow to the Primary Department's senior officer and what curriculum, welfare and supervisory role should be undertaken in the K-6 Department.

## **Findings and conclusions**

The Executive Review identified the following: while reasonable levels of executive responsibility and understanding of roles existed, current role statements were re-evaluated and further defined in order to provide equity in terms of whole-school workloads and responsibilities.

## **Future directions**

By Semester 1, 2009 all executive staff will have an identified role statement, which clearly delineates each executive staff member's role within their faculty and across the whole school in terms of the document 'Leading and Managing the School' and Department of Education & Training and NSW Board of Studies policies directly related to syllabi and student learning outcomes. These role statements will also identify the role which all executive staff share in whole-school student and staff welfare.

## Parent, student, and teacher satisfaction

For the 2008 scholastic year the school sought the opinions of parents, students and teachers about the Primary Department. Their responses are below.

Over 100 families were surveyed in Years 1-6 with a response rate of 35% being achieved. All Primary staff responded to their surveys.

Parents were asked for their opinions regarding a variety of issues, including communication, sports and physical education programs, 'user pays' initiatives, curriculum delivery, information and communications technology programs, areas for volunteering, performing arts programs, scripture services and general programs.

Staff were asked to identify areas and programs where continuity should be guaranteed and where changes should be made. These particularly concerned the operations of the primary department, its office, information and communications technology, programming in English, Quality Teaching, Human Society & Its Environment and Science & Technology, professional development and school resourcing.

Staff identified high levels of satisfaction with the school. They also agreed to double their reporting workload over a typical primary school by reporting to parents in the 12 subject areas of Year 7-10 curriculum area instead of the usual 6 key learning areas. This would enable parents at the school to see direct continuity in subject areas across the primary, middle and senior years. This would allow staff and executive to examine more specifically the growth levels (value-adding) for individuals and year cohorts between primary and secondary years.

Primary staff did identify a need for increased support to implement primary reporting in twelve assessable areas of learning. Time was allocated for consistency in teacher judgment assessment and marking through the Teacher Professional Learning budget and concessional periods were allocated to enable consistent K-12 reporting policy in twelve areas to be implemented.

Parents reported that: the school communicated well, a level of 'user-pays' would continue to be supported, physical and education programs should be enhanced and that enhancements to extra-curricula performing arts and sporting programs were most welcome. Parents indicated high levels of satisfaction with the new 12-area reports in comparison to previous experiences. Emailing the K-6 newsletter was also supported.

Students reported high levels of satisfaction with the school as a result of the following: a more democratic role in the organisation of the school through the school parliament, an increased

desire to be considered as middle school pupils and to use the Year 7-12 student diary in Stage 3, more opportunities to represent the school through a dramatically increased number of ensembles/teams, more activities at school in terms of sport and visiting specialists and high levels of pride at being among the highest achievers in the state as part of the Premier's Sporting Challenge. Students also reflected on their semester reports and offered their own opinions on how to improve their own learning. Students reported high levels of pride in Hunter School of the Performing Arts, which led to discussions of the values and skills of humility and acceptance.

For 2007 and 2008, the major focus of the school in terms of parent, student and teacher satisfaction surveys has been on the Primary Department. As the K-12 Writing Plan and K-10 Numeracy Plans are two main focus areas of the 2009-2011 Strategic Plan, Hunter School of the Performing Arts will survey all parents on these and other initiatives during 2009.

## Teacher Professional Learning

Professional learning activities for staff in 2008 reflected the target areas identified in the school plan. Approximately \$44,622 was spent on teacher professional learning in the seven Department priority areas. This equates to \$798 per staff member

Priority Area	Amount
Beginning Teachers	\$ 1 632
Information Communication Technology for Teaching and Learning	\$ 899
Literacy and Numeracy	\$ 5 292
Quality Teaching	\$10 994
Syllabus Implementation	\$17 906
Career Development	\$ 5 136
Welfare and Equity	\$ 2 763

As the above figures reflect, a main priority was to improve student learning outcomes. Activities included staff attendance at conferences and workshops organised by Professional Associations; planning and developing resources for new courses and syllabi; evaluating and developing assessment programs and tasks; preparing for the introduction of School Based Student Reporting; and VET validation.

## School Development 2009 – 2011

### Targets for 2009

Targets for 2009 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:*

- Explicit delivery of professional learning in Aboriginal Education to support all students to develop increased cultural competency.
- Aboriginal students will be supported through personalised learning plans to equal or better the performance of all students.
- The 2009-2011 K-10 Numeracy Project will be fully implemented to identify areas for remediation and extension in all students.
- Continued staff use of data and assessment for learning strategies to guide continuous improvement processes in all faculties.
- The 2009-2011 K-12 Writing Program will be fully implemented with training and development provided to all staff.

*Our success will be measured by:*

- Increased student success as a result of improvements to teaching and learning programs.
- Increased numbers of students at the school meeting and/or exceeding state targets for literacy and numeracy across all student sectors.

#### Target 2.

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

*Strategies to achieve this target include:*

- Continued development and financial support of the professional learning plans for all staff.
- The engagement of staff in quality professional learning activities both within and outside the school resulting in significant influences within faculty teams.
- 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.

*Our success will be measured by:*

- Improved school accountability, staff teaching and learning best practice, teacher quality, staff achievement and NSWIT accreditation.
- Staff undertaking voluntary accreditation and ongoing accreditation at higher levels of the NSWIT, e.g. Accomplishment, Leadership.

#### Target 3.

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

*Strategies to achieve this target include:*

- Use of Connected Classrooms and IWB technologies to enhance shared learning experiences between partner primary and secondary schools.
- Develop the school's website to include a secure intranet environment in which students and staff can participate in online learning within the school.
- 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 within the Hunter School of the Performing Arts, Merewether High School and Newcastle High School network.
- Showcase and outreach the skills and capacity of staff and students at the school to build capacity in the region and beyond.

*Our success will be measured by:*

- Participation in and feedback provided by students, the parent community and executive, principal and school networks.
- Establishment of a web-based school intranet or portal, so that students and staff may engage in on-line learning activities, within a secure environment.
- Provision to parents via the school website of copies of teaching, learning and assessment tools and strategies used at school.

## 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 Bryan Campbell, School Principal  
Mr Khalil Khay, Deputy Principal  
Mr Richard Jennings, Deputy Principal  
Mrs Janice Nelson, Deputy Principal  
Miss Wendy Leis, AP Primary  
Mrs Penelope Fleming, HT Performing Arts  
Ms Sarah Reeve, HT Music  
Mrs Beverly Boyd, HT Admin/PDHPE  
Mrs Helen Willis, HT Visual Arts/LOTE  
Mrs Janeanne Hardie, HT Welfare  
Mr Stewart McGowan, HT English  
Mr Ian Stockings, HT Mathematics  
Mr Daryl Sanson, HT Science  
Mr David Rees, HT HSIE  
Mr Terry Farrelly, HT TAS  
Mr Adrian Allan, Relieving HT Welfare  
Mrs Lee Munro, Support Teacher Welfare  
Mr Gregory Bryant, Support Teacher Learning  
Mr Greg Douglas, Anti-Racism Contact Officer  
Mrs Brenda Powell, P&C President

## School Contact Information

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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>