

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 beginning of 2007, the School had 1125 students from Years 1-12 enrolled across six stages of learning (Stage One-Stage Six). At the end of 2007, the Junior School's total enrolment (K-4) was 57 in total, consisting of 13 male and 44 female students. The Middle School's total enrolment (Years 5-8) was 385, consisting of 98 male and 317 female students. The Senior School's total enrolment (Years 9-12) was 654 consisting of 181 male and 473 female students.

Staff

The School has an innovative, experienced and committed staff, which expects and achieves high learning outcomes from all students. The teaching staff team is comprised of specialist performing arts staff in Dance, Drama and Music; and well-experienced teachers of traditional and emerging subjects in English, Mathematics, Human Society and Its Environment, Science, Technology and Applied Sciences, Languages Other Than English and Personal Development, Health and 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 the environment.

All teaching staff met the professional requirements for teaching in NSW Public Schools.

Significant Programs and Initiatives

The Hunter Theatre was officially unveiled through a variety of shakedown and fully-fledged productions in 2007. This \$7 million teaching and learning resource has already begun to support both in-school performance and entertainment training initiatives and community activities. This includes the staging of Hunter Festival Opera's production of 'Cosi Fan Tutti' in August, 2007.

As in 2006, in 2007, the School worked with the District Literacy Team to target particular areas for improvement in literacy across the curriculum. Close analysis of ELLA results suggested that all students would benefit from a particular focus on writing complex sentences, using more sophisticated vocabulary and better logical structuring of factual texts.

During 2007, students and staff were surveyed as to the nature of explicit teaching of writing as part of all School programs. Executive and Faculty teams worked with the consultants on identifying areas of need and planning for literacy improvements. By the end of the year, the School had established a K-12 Writing Team in consultation with Regional DET Consultants.

From 2008-2011, this team, consisting of staff from every Secondary Department faculty and the Primary Department will 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 units and assessment rubrics for each written assessment.

The School provided two significant educational outreach opportunities in 2007. The regional 'Boys in Performing Arts' initiative facilitated the involvement of 45 Year 5-8 students in a range of performing arts activities, with specialist teachers from within the school. This program led to increased applications for audition by boys represented in these grades. The 'Primary Partnership' identified primary schools and their communities, which had significant enrolment in Hunter School of the Performing Arts. This outreach brought nearly 1200 people into the School to showcase what Hunter School of the Performing Arts offers public education students.

The Primary Department underwent a complete review of its operations, involving consultation with both staff and parents. This has resulted in significant enhancements being made to: all Key Learning Area teaching and learning programs; sporting programs; performing arts activities; whole-school budgeting; student welfare programs; and the roll-out of significant literacy and information and communications technology infrastructure, within the Primary Department.

Staff led the school community in the recovery of the school from the devastating June Long Weekend Floods. The school was operational within seven days, with an almost complete return to normal operation by December. This recovery involved the replacement of both teaching resources and learning infrastructure, with a total cost nearing \$1 million.

Student Achievement in 2007

School Achievement is described later in this document in terms of actual results, comparisons with Like School Groups (LSG), State Averages and National Benchmarks. From 2008, the Basic

Skills Tests (BST) in Literacy and Numeracy for Years 3 & 5; the English Language Literacy Assessment (ELLA) in Years 7 & 8 and the Secondary Numeracy Assessment Program (SNAP) in Years 7 & 8 will be replaced by the National Assessment Program: Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 & 9. Student Achievement from these national assessments will be reported to parents in a very similar method to current state-wide examinations. The Essential Secondary Science Assessment (ESSA) of Year 8, the School Certificate (SC) of Year 10 and the Higher School Certificate (HSC) of Year 12 will remain as state-based external assessments of student learning.

Literacy – BST Year Three

Year Three students achieved results at a significantly higher level than Regional and State levels. 100% of students recorded an overall Literacy result in Bands 4 or 5. Please note that there is no Band 6 in the Year Three BST.

Literacy – BST Year Five

Year Five students achieved results at a significantly higher level than Regional and State levels. 96% of students recorded an overall Literacy result in Bands 4, 5 or 6.

Numeracy – BST Year Three

Year Three students achieved results at a significantly higher level than Regional and State levels. 88% of students recorded an overall Literacy in Bands 4 or 5. Please note that there is no Band 6 in the Year Three BST.

Numeracy – BST Year Five

Year Five students achieved results at a significantly higher level than Regional and State levels. 96% of students recorded an overall Literacy result in Bands 4, 5 or 6.

Literacy - ELLA

Year Seven students achieved results at a significantly higher level than Regional and State levels, with 98% of students recorded an Overall Literacy result in the Proficient or High Bands.

Year Eight students achieved results at a significantly higher level than Regional and State levels, with 100% of students recorded an overall Literacy result in the Proficient or High Bands.

Numeracy - SNAP

Year Seven students achieved results at a higher level than Regional and State levels, with 78% of students recorded an Overall Numeracy result in the Proficient or High Bands.

Year Eight students achieved results at a significantly higher level than Regional and State

levels, with 91% of students recorded an Overall Numeracy result in the Proficient or High Bands.

Essential Secondary Science Assessment

The results for the 2007 cohort showed a similar pattern to the 2006 cohort. Overall, the HSPA results were 1.8 marks above the state average. The HSPA results were above the state average in all areas assessed – Extended Response (HSPA 0.6 marks above state average), Knowledge and Understanding (HSPA 1.6 marks above state average), Communicating Scientifically (HSPA 4.0 marks above state average) and Working Scientifically (HSPA 2.3 marks above state average). The overall achievement by students was also pleasing, with 53% of HSPA students reaching Achievement Level 4, 5 or 6 (compared to 43% state-wide).

Year 10 ~ Computing Skills Assessment

Year 10 students achieved considerable success in the Year 10 Computer Skills Assessment. 80% of students scored in the Highly Competent band, compared with 58% for the state. Fifty-five students (33%) achieved a result of 90% or higher with five students achieving the school's highest mark of 97%. No students were in the lowest band.

School Certificate

Results were well above the state averages. One hundred and sixty nine Year Ten students achieved 60 Band 6, 293 Band 5 results.

Year Ten also achieved 136 Highly Competent grades in the Year Ten Computing Skills Assessment (CSA).

Higher School Certificate

Results were well above the state averages for all courses. Forty-three students achieved a total of 66 Band 6 grades, with 88 students achieving 214 Band 5 grades. In Extension Courses, students also achieved 3 Extension 4 grades and 32 Extension 3 grades, the technical equivalents of Bands 6 and 5 respectively.

This level of achievement was surpassed only by the Hunter/Central Coast Region's two 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 emphasized 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

Our year started on a positive note with written confirmation that the School would retain its specialist demountable building (Dance studio)

The P&C agreed to expend over \$50,000 in funds including such items as Electro Smart Boards, \$25,000 towards the construction of the School Gym as well as additional funds for the construction of the COLA in the Science area.

There was continued involvement through 2007 by the P&C in the Theatre Building committee and then the Theatre management Committee.

Active sub-committees, including the Music, FAN Club and Canteen sub-committees have continued to strengthen policies and procedures as well as providing support in various forms to the School. These are our major fundraising bodies in the School.

Parents supported the Band Nationals excursion to Melbourne, as well as well as providing support in organization of band camps. A successful Trivia Night was held to raise money for the group.

The FAN Club continued to have many fundraisers to provide support for the K-6 Department in the School. Additionally, they are involved in many social events, such as 'Welcome Breakfast' for new families.

The Canteen continued to be the major source of fund raising for the School. This sub-committee continued to explore new various options for new healthy foods for sale at the canteen.

The P&C's membership provided support in many forms after the June Long Weekend Storms. As

well as providing moral support in terms of providing lunch each day for teachers who were trying to clean up the School. Members also provided physical support, e.g. building cupboards in Band Centre.

The P&C continues to invite guest speakers to address their meetings. Our major address in 2007 was 'Issues relating to Education in the 21st Century'. This was presented by SED Roger Pryor.

Mrs Brenda Powell, P&C President

Student Representative's Message

Hunter School of the Performing Arts is a school, which achieves highly in the academic, sporting, leadership and performing arts. Students are drawn from a wide range of geographical areas: south, from the lower Central Coast; west, from the Lower Hunter Valley and north, from the Port Stephens/Myall Lakes regions. The School has attracted auditionees from as far away as Darwin and even Canada. Despite this wealth of diversity, all students share a common goal: challenging themselves in the pursuit of achievements in the performing arts.

This year saw the School presented with many challenges, most notably the June Long Weekend Floods, which caused significant damage and devastation. This included the loss of student work in the Secondary Department and school equipment of students in the Primary Department. Throughout 2007, we have noticed the student body grow stronger in resilience as it overcame these obstacles. As we approach 2008, it is with great excitement, as we see the 'Year of the Theatre' being completed with both Primary and Secondary Musical Productions being mounted in the Hunter Theatre.

Emma Veronesi and Angus Wilkinson, 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

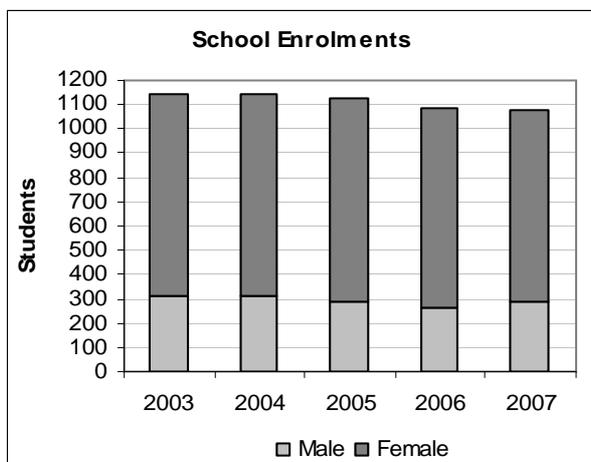
The School's enrolment profile shows a gender ratio of 1:4 Boys: to Girls in the Primary years and 1:3 Boys to Girls in the Secondary years. As part of continuing initiatives to increase opportunities for boys to enrol at Hunter School of the Performing Arts, the School will continue to run the Year 5-8 Middle Years 'Boys in Performing Arts' Regional Initiative, which commenced in 2007. This program led to successful enrolments of more boys into the Secondary Department.

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-12

	2003	2004	2005	2006	2007
Male	313	309	290	264	285
Female	826	833	839	818	794

The School continues to seek ways to address the gender imbalance, through such regional affirmative action programs as the 'Boys in Performing Arts' Initiative.



K-12 Student Attendance Profile

School attendance can be affected by performance commitments for external performing arts activities. The significant travel times faced by many students, impacts on attendance patterns. Having noted this, the creation of a K-12 Attendance Office in 2006 has ensured that students are supported to attend school as often as possible, with as much communication with parents as possible.

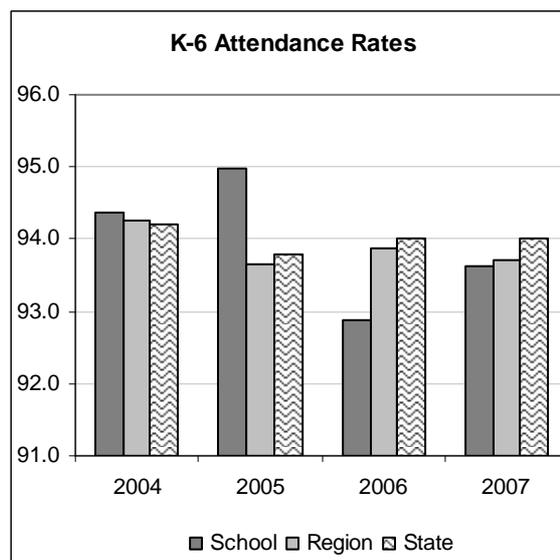
The School acknowledges the need to be supportive of students involved in both school-based and private performing arts commitments. However, the School continues to reinforce the importance of attendance at all classes by students so as to take advantage of the teaching and learning activities offered in this specialist environment.

K-6 Student Attendance

	2004	2005	2006	2007
School	94.4	95.0	92.9	93.6
Region	94.3	93.7	93.9	93.7
State	94.2	93.8	94.0	94.0

Strong interaction with parents occurred in 2007 concerning student absences. All absences were considered to be genuine. Some student absences reflect opportunities for primary

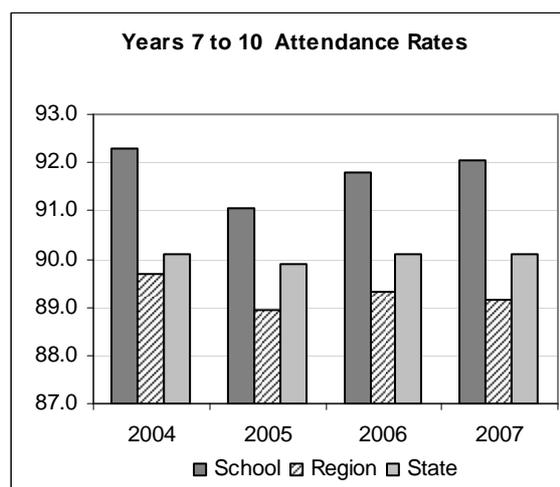
students to be involved with professional performing arts productions in Sydney, such with as The Australian Ballet and Capitol Theatre productions.



Year 7-10 Student Attendance

	2004	2005	2006	2007
School	92.3	91.1	91.8	92.0
Region	89.7	89.0	89.3	89.2
State	90.1	89.9	90.1	90.1

High student attendance reflect strong student satisfaction with the school. This is especially pleasing given the distances to travel and performance commitments, which students have.

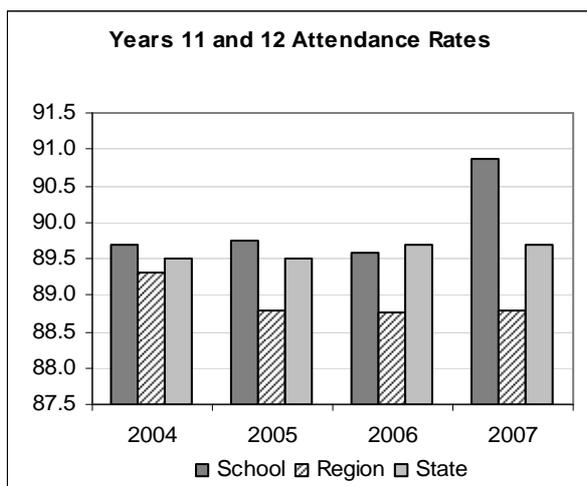


Year 11-12 Student Attendance

	2004	2005	2006	2007
School	89.7	89.7	89.6	90.9
Region	89.3	88.8	88.8	88.8
State	89.5	89.5	89.7	89.7

Whilst senior school attendance is affected by performance commitments and distances travelled to/from school, the rate of attendance

has actually increased and is higher than regional and state averages.



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 2007 class size audit conducted on Monday 26 March 2007.

Primary Department Class Sizes				
Primary Grade	Primary Class	Total/Class	Class Size	Total/Grade
One	1/2MB	6	19	6
Two	1/2MB	13	19	13
Three	3/4L	7	21	7
Four	3/4L	14	21	30
	4/5WP	16	26	30
Five	4/5WP	10	26	26
	5/6N	16	26	26
Six	5/6N	10	26	36
	6F	26	26	36

In 2007, the School began to consolidate its separate K-6 and 7-12 audition processes into a single unified process. This will begin from 2008, for 2009's enrolment of students. 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 2008 due to the enrolment pattern of successful auditionees in 2007. Whilst structured in stages, many educational activities operate across the

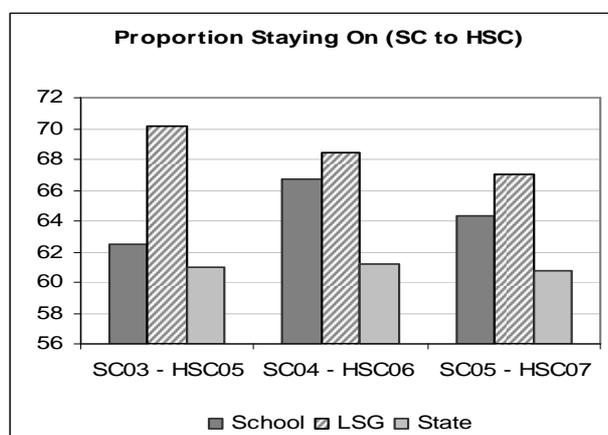
primary grades on: a K-6 'Whole Primary', a K-4 'Junior School' or a Year 5-6 'Middle School' basis. Classes for 2008 classes were organised as follows: 2/3L, 4/5MB, 5P, 6F and 6N.

Retention to Year Twelve

At the end of Year Ten, some students make the decision to return to study for their Higher School Certificate at their local comprehensive high school. This decision is sometimes made on the basis of travel requirements or a change in emphasis in study away from previous performing arts interests. 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.

The table and graph below shows that the School retains a higher number of Year Ten students through to Year Twelve than the State Average. Whilst retention rates are slightly lower than local comprehensive high schools, these schools do not have the significant and additional travel and performance requirements of students at Hunter School of the Performing Arts.

	SC 2003 to HSC 2005	SC 2004 to HSC 2006	SC 2005 to HSC 2007
School	62.5	66.7	64.3
LSG	70.2	68.5	67.1
State	61.0	61.2	60.8



Post-School Destinations

Of the 128 students who completed the HSC at Hunter School of the Performing Arts in 2007: 66% were offered a place at university level; 20% are studying at TAFE; 8% are in full time employment of which 6% are in traineeships or apprenticeships; 4% are enrolled in a private college or in the arts and 2% are either unemployed or have not yet undertaken a program of further study.

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. This is further specialised by the school being the only Performing Arts School with this status and by being 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. However, 2007 marked the beginning of initiatives in the Middle Years, across Years 5-8. This will see staff teaching across the primary and secondary continuum. This is supported by the Deputy Principal, with responsibility for K-8.

Position	Number
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	1
Head Teachers	11
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
Total	82.5

Staff Retention

Retention rates are high at the School, reflecting its specialist nature and staff workplace satisfaction. The staff retention rate for 2007 was 98%. Invariably, staff may leave the school, through promotion, to retire, to seek tertiary education employment or for specific purpose transfer. A Head Teacher position was lost through the Executive Staff Review processes, following continued reductions in secondary student numbers from 2006. However, this was overcome by the addition to staffing of a Deputy Principal Primary/Middle School.

Staff Attendance

Staff have access to leave entitlements such as sick leave. In 2007 the average daily attendance rate for staff, as determined by the Department, was 94.9%. Average daily staff attendance is determined by subtracting short-term, unplanned days absent from total available teaching days.

Teacher Qualifications

All teaching staff met the professional requirements for teaching in NSW Public Schools. Many of our staff have postgraduate qualifications in the performing arts fields. Some have also studied at Masters and Doctoral level.

Qualifications	% of staff
Degree or Diploma	85%
Postgraduate	15%

Financial Summary

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

Balance brought forward	512 648.70
Global funds	1 034 889.52
Tied funds	246 177.01
School & community sources	806 337.91
Interest	48 858.55
Trust receipts	157 439.72
Canteen	0.00
<i>Total income</i>	<u>2 806 351.41</u>
Expenditure	
Teaching & learning	
Key learning areas	227 602.43
Excursions	25 402.31
Extracurricular dissections	176 809.42
Library	338 524.46
Training & development	27 517.55
Tied funds	199 318.93
Casual relief teachers	162 340.21
Administration & office	309 665.44
School-operated canteen	0.00
Utilities	122 294.79
Maintenance	425 743.70
Trust accounts	151 618.52
Capital programs	139 269.05
<i>Total expenditure</i>	<u>2 306 106.81</u>
Balance carried forward	<u>500 244.60</u>

Sound financial management decisions have placed the School in a strong fiscal position. The School has established a Budget Committee to support the Principal in determination concerning the School Budget. Some funds have been held in reserve for: the completion of the School Gymnasium and Fitness Centre; construction of the Bini/Art COLA, rejuvenation of the Music/Primary COLA; and replacement of grounds maintenance equipment. The recovery program necessitated by the June Long Week Flood created significant and additional workloads for the School's financial personnel.

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

School Performance 2007

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. Indeed, the School's 2007 HSC results place it in the top 130 schools in New South Wales, public or private.

Achievements

Arts

- Nearly 1200 audience members enjoyed a series of 'Primary Concerts' in the Hunter Theatre, which featured works from students in our Year 7-12 Music, Dance and Drama Departments.
- William Magin and Lucy Alcorn achieved final selection for ArtExpress 2007 with William's artwork being selected for exhibition in the Art Gallery of NSW and Lucy's work being exhibited at Sydney College of Fine Arts.
- Scott Eveleigh of Year Six began performing the role of 'Michael' in 'Billy Elliott, the Musical'.
- Ben McKenzie of Year Eleven achieved a Top Ten placing in Australian Idol - 2007.
- Thirty-two students from Years Four to Six; and sixty-four students from Years Seven to Twelve represented the School at the Hunter Regional and State Dance Festivals. Mrs Rachel Wilson's 'Sharps and Flats' were invited to perform at the State Dance Festivals' prestigious 'Performers Performance'.
- Eighty students from Years 4-6; and 120 students from Years 7-12 represented the School at Starstruck-For the Record as dancers, dramatists, stage band and orchestra musicians and back-stage crew.
- Thirty-two students from Years 4-6; and forty-two students from Years 7-12, led by Cassandra Parker and Jo-Anne Thorne represented the School at the School Spectacular.
- Nicholas Hartley and Madeleine Magennis were selected to participate in the NSW Junior State Dance Camp.
- Daniel Marsh, Liam Diviney, Amber Alston, and Christine Fletcher's Drama Ensemble were selected to perform at the Hunter Drama Festival.
- Liam Diviney and Amber Alston were selected to perform in the State Drama Festival.
- One hundred students danced at the Opening Ceremony of the 2007 Youth Olympics at the Sydney Entertainment Centre.
- Year Eight and Nine elective dance classes performed at the Hunter School's Dance Festival.
- Primary, Junior, Intermediate and Senior contemporary ensembles and the Junior and Senior Classical ensembles performed at both the Regional and State Dance Festivals.
- The School won the Dance/Movement division of Regional Shakespeare Festival and competed at the State Shakespeare Festival.
- Shelby Dent and Jack Evans were selected for the National Shakespeare Festival, where they toured with the production, 'Timon of Athens'.
- The Year Eight and Nine Dance Ensembles performed at the Eastlakes Music Festival to great acclaim.
- The Dance Showcase Concert this year highlighted performances of students from Years Seven, through to Year Twelve. This will be broadened to include Primary students, through to Year Twelve in 2008.
- One hundred and twenty Year 10-12 students attended a performance of the musical "Billy Elliot", in which Scott Eveleigh of Year 6 performed. This will be repeated as a Year 5-8 Middle School Excursion in 2008.
- Ella Betts, Cassandra Turnbull, and Annelise Hogan were selected for State Senior Dance Companies.
- Three concert bands participated in the National Band Championships in Melbourne at Easter. The Junior Concert Band placed first place in the Junior C grade section. The Intermediate Concert Band gained a third place in the Junior B grade section and the Senior Concert Band achieved a second place in the Junior A grade section.
- The Stage Band performed with the Newcastle-based professional group, 'Ultra Swing Lounge'. This was one of the first concerts in the Hunter Theatre and was an exceptional evening.
- HSC Music Showcase Concerts featured most of the HSC Music students in two evenings of quality and variety.
- School Spectacular this year featured three of our singers Blake Wood, Daniel Gordon and Alex Baldwin.
- Bronwynne Anderson became the 'Hunter Regional Young Band Person of the Year', an award from the Band Association of NSW.
- Composition and performance workshops for HSC Music students were held with

professional musicians Paul Jarmen and Marissa Sarocca.

- Choral Workshop Days were held with Australian Guest Conductors and composers, Stephen Leak and Paul Jarmen.
- Hunter School of the Performing Arts hosted the Sydney Symphony Orchestra 'Playerlink', with twenty-one of our students and sixty from other schools in the region, working with the Orchestra for two days.
- The Hunter/Central Coast Regional Music Festival featured one hundred and forty Hunter School of the Performing Arts students. Mr Khay conducted a Massed Choir of 400 singers, accompanied by Trevor Mee's String Orchestra and Sarah Reeve's Percussion Ensemble. Ms Reeve's combined senior/intermediate choir performed a solo item, as did Jacob Neale and Daniel Gordon.
- Daniel Gordon, Year Eight student performed featured solo items at the State Choral Festival, School Spectacular, Starstruck, Hunter/Central Coast Music Festival; and performed at school and in the community numerous times with the Stage Band and Senior School Choir.
- The Marching Band participated in a range of events including: the Sydney ANZAC Parade, Patterson Autumn Festival, Reserved Forces Parade and the Botanical Gardens Open Day.
- The Percussion Ensemble performed and presented a workshop to engage students in learning rhythms at Kotara SSP.
- The Intermediate Choir performed at the 'Bald and the Beautiful' Foundation's fundraiser.
- The Marching Band and Stage Band both performed at the Tocal Field Day, the Scone Horse Festival and 'We Can't Be Beaten', the Newcastle Storm Recovery Concert.
- The Stage Band performed at a range of venues including: the Newcastle Jazz Festival and Wests Leagues Club.
- Class 6F and Drama Group F were invited to perform as part of demonstration lessons for education students at The University of Newcastle.
- The Primary Department's Music Programs placed the School in the Top Eight finalists NSW and the Top Thirty finalist in Australia for the ABC's 'FLAME Awards for Excellence in Music Education.
- The Senior Drama Ensemble's production of 'The Formal', directed by Katie Tennyson, was held in the Hunter Theatre in early November.
- The highly successful Year Ten Drama production of 'Monty Python and the Holy

Grail' directed by Duncan McKensie & Tom Bonjekovic was held in late November.

- The School Shakespeare Festival was held in April 2007, giving all Year Nine and Ten Drama students the opportunity to experience Shakespeare, culminating in a Shakespeare Showcase Evening.
- Year Ten students Amanda Blanks, Jack Evans & Jacqui Osbourne won the 'Scene' Division of the Regional Shakespeare Festival and progressed to the State Shakespeare Festival in Sydney.
- The Year Eleven Shakespeare Ensemble competed in and won the 'Adaptation' Division of the Regional Shakespeare Festival and progressed to the State Shakespeare Festival in Sydney.
- Year Nine's Drama Ensemble enabled thirteen students to compete in the Hunter Schools Regional Improvisation Challenge, where they achieved 1st and 3rd 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. They also performed at the Human Rights Conference at Newcastle Town Hall.
- The Year Seven Drama Ensemble of sixteen students provided pre-show entertainment in the Hunter Theatre foyer for 'Monty Python'.
- Class 7N were able to perform their production of 'Snow White' at the December Showcase Evening.
- Katie Tennyson's Year Eight Drama class performed their piece, 'East Side Story' at the Drama Showcase Evening.
- Year Ten students Sam Asser, Jack Evans and Jacqui Osbourne performed at the United Nations Day celebrations at Civic Park.
- Caitlin Caulfield and Jacqui Osbourne were short listed for the prestigious Bell Shakespeare Scholarship, with Laura Webster being Highly Commended

Sport

- Kailey Jack, 8 years old of Year Two represented the School, the Zone and Hunter/Central Coast Region at the State Swimming Championships, placing fourth.
- Annie Rogers of Year Six was selected as a member of the NSW PSSA Girl's Cricket Team, which will compete 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.
- Sixteen K-6 students represented the School at the PSSA Zone Swimming Carnival, with Kailey Jack and Lauren Heaton going on to represent the School at the Regional Carnival.
- K-6 students participated in a range of sporting programs, including 'Smash Tennis', 'Aussie Hoops' and 'Sport in Schools Australia', which utilised a range of specialist staff and equipment.
- Sixty 7-12 students represented the School at the CHS Zone Athletics Carnival, with 4 students going on to represent the School and Zone at Regional/State.
- Fifty-five 7-12 students represented the School at the CHS Zone Swimming Carnival with 6 students going on to represent the School and Zone at Regional/State.
- Secondary School Representatives at State level include:

Luke Diviney	Tennis and Hockey;
Lucy Munro	Swimming;
Brodie Shepherd	Swimming;
Zali Gore	Swimming;
Naomi Trumm	Swimming;
Laura De Costa	Swimming;
Wade Faulkner	Touch;
Bekky Spratford	Golf
Coralie Blythe	Rhythmic Gymnastics;
Olivia Houston	Rhythmic Gymnastics;
Krystle-Lee Mackie	Rhythmic Gymnastics;
Daniel Yaxsley	Sailing;
Hamish Powell	Sailing; and
Phoebe Rogers	Cricket.
- The Boys Tennis Knock-out team of Luke Diviney, Jeremy Ford, Mathew Williams and Ben Harvey made the state quarter finals, thus placing in the State's top 16 teams.
- Our School swimming carnival achieved a high participation rate of 80% attendance. It was a very successful and enjoyable day.
- The Secondary Department's Athletics and Cross Country was attended by Year 7 and competitors. Student participation was high, with some excellent results achieved.
- Sixty eight students represented the school at the Regional Cross country carnival with 12 students going on to represent the Hunter region.

General

- Mrs. Pam Burns was invited to present at Language Education conferences in Australia and the USA.
- Mrs Christine Fletcher was invited to participate in the development of assessment and reporting standards for the teaching of K-8 Drama by the NSW Board of Studies.
- The Primary School Student Executive, Scott Eveleigh, Jessica Schultz, Bryony Beal, Jessie Gibson, Taylah Kelly and Olivia Ritchie attended leadership training sessions with Matthew Reilly and Mike Munro at Halogen Foundation's Young Leaders Day in Sydney.
- Primary School Captains Jessica Schultz and Scott Eveleigh 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 and the Hunter Challenge Public Speaking Competition.
- Thirty students from Years 1-6 and five students from Years 7-9 successfully completed the Premier's Reading Challenge in a year, where the School's flood-damaged library was unavailable for 6 months.
- Nearly sixty Year 4-6 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.
- Four hundred and seventy-five primary and middle school students (Years 1-4 and 5-8) participated in the 'Drumbeats' Anti-Bullying/Drug Education Day, organised by Mrs Jeananne Hardie, Mrs Michelle Maher, Mrs Louise Abell-King & Year 9 students.
- The DET supported LEAD drug education program was implemented for the first time during Alternate Learning Week at the end of 2007 for students in the primary department, Year 7 and Year 8. Twelve Year 9 students were trained to lead forums with the assistance of a further six student facilitators.
- Mrs Brenda Powell, President of the HSPA P&C, was awarded a Hunter Central Coast Region Public School Parent of the Year Award.
- The Year 5-8 'Boys in Performing Arts' regional outreach program, organised by Mr Richard Jennings successfully tutored nearly 50 boys in many aspects of the performing arts. Mrs Hayley Vimpani, Mr Kim Pink and Mr Duncan McKenzie provided expert tuition.
- Mrs Christine Fletcher, Mr Kim Pink and Mrs Kylie Gardner presented conference papers at

the inaugural Hunter/Central Coast Region's 'Schools on Show' Conference.

- Year 10 students Clare Griffis, Ricki Willis, Nicola Cahill and Eugenia Lewis participated in the 2007 National Young Leaders Training Program at Sydney Convention Centre.
- The Shine Personal Growth Program for teenage girls was successfully implemented in Term 3 with a group of nine students in Years 9 and 10. The program concluded with a graduation dinner at the Crowne Plaza, Newcastle.
- The English faculty continues to be involved in Public Speaking and Debating. Of particular note was the success of the Stage Six team, which reached the Regional Semi-final of the Premier's Challenge competition.
- Improvements in the delivery of Junior English within the Performing Arts context have been a focus of faculty development in 2007. Planning and Assessment have been remodelled to better facilitate quality teaching and assessment best practice.

Academic

- Three students Year Six students successfully a Top 25% result in the Australasian Mathematics Olympiad.
- Sixty-two Year Five and Six students achieved 3 High Distinctions, 8 Distinction and 11 Credit results in the Newcastle Permanent Building Society Mathematics Competition.
- Students from Years 7 and 11 voluntarily entered the Westpac Banking Corporation's Mathematics Competition and achieved 17 Credit results.
- Students entered the University of New South Wales' International Competitions Assessment Scheme and achieved 2 High Distinction, 22 Distinction and 57 Credit results in the English, Writing, Spelling, Mathematics, Science and Computing Competitions.
- The 2007 Year Ten Science and Engineering Challenge Team achieved our best ever results in this competition, easily winning both the area and regional rounds and progressing to the National Final in Toowoomba. They eventually finished in the top 15 schools nationwide.
- The Year Eleven Envirothon team performed admirably, finishing 4th in the Regional competition at Shortland Wetlands. They provided a most entertaining presentation of their findings, in the style of 'Charlie's Environmental Angels'.
- Forty-two students competed in the 2007 International Science Competition. Two

students achieved a Distinction (top 10%) and 15 achieved a Credit (top 30%).

- The Year Eight Connor and Bagnall Bridge-Building Competition team travelled to Sydney and competed against over 60 other teams, mainly consisting of Year Nine and Ten students. The team finished in the Top 20.

State-wide Examinations

In the Basic Skills Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

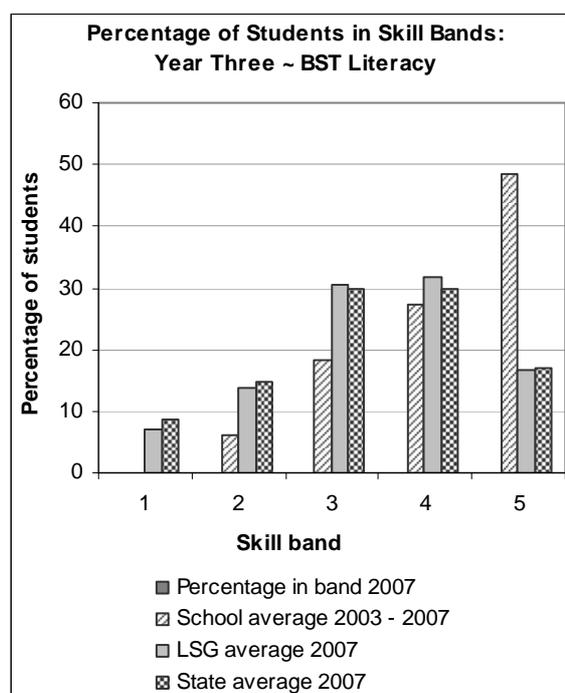
In the English Language Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP) examinations, the performance of students is reported in four achievement levels ranging from Low (lowest) to High (highest).

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

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

Basic Skills Test - Literacy & Numeracy (Years Three and Five)

Literacy – BST Year Three



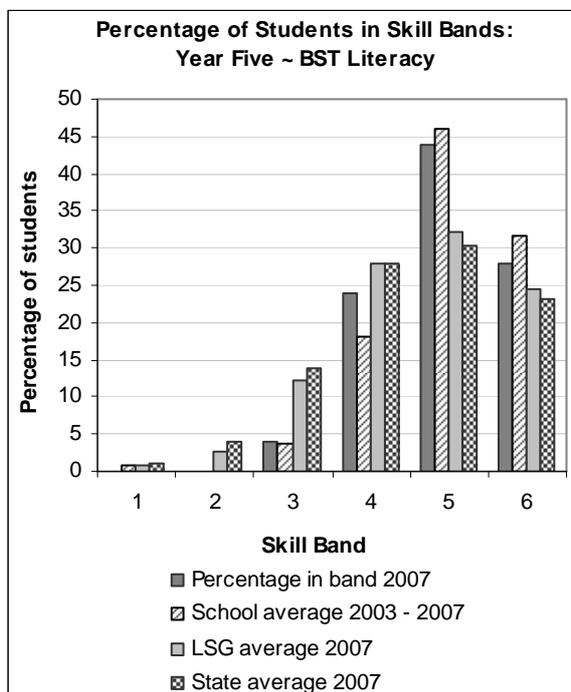
Eight Year Three students achieved significantly higher results than students at Regional and State levels. Year Three students performed well in Reading, Language and Writing, with 100% achieving results in Bands 4 or 5 compared with

an average of 47% for the state. The cohort was not represented at all in Bands 1, 2 or 3, compared with 53% for the state.

S.B. Distribution	HSPA	57.4		NSW	51.0
Skill Band S.B.	1	2	3	4	5
Number in Band	0	0	0	3	5
% in Band 2007	0.0	0.0	0.0	37.5	62.5
School Av. 03-07	0.0	6.1	18.2	27.3	48.5
LSG Av. 2007	7.0	14.0	30.4	31.8	16.8
State Av. 2007	8.5	14.8	29.8	29.9	16.9

In Reading, Year Three students performed significantly better than the state (at least 10% higher) in: text conventions, identifying purpose, locating information, inferring information and identifying meaning. In Language, Year Three students performed significantly better than the state (at least 10% higher) in: spelling, using verbs, using punctuation and using pronouns. In Writing, Year Three students performed significantly better than the state (at least 10% higher) in the use of: paragraphs, sentence structure, text structure, descriptive text, resolutions, imagery, connective devices and tense.

Literacy – BST Year Five



Twenty-five Year Five students achieved significantly higher results than students at Regional and State levels. Year Five students performed well in Reading, Language and Writing, with 96% achieving results in Bands 4, 5 or 6 compared with an average of 81% for the state. The cohort was not represented at all in Bands 1 or 2 compared with 5% for the state.

	HSPA	57.4	LSG	51.3	NSW	51.0
Skill Band	1	2	3	4	5	6
No. Band	0	0	1	6	11	7
% Band 07	0.0	0.0	4.0	24.0	44.0	28.0
Sch 03-07	0.9	0.0	3.6	18.0	46.0	31.5
LSG Av. 07	0.7	2.6	12.2	27.8	32.2	24.4
State 07	1.1	4.0	13.9	27.9	30.3	23.0

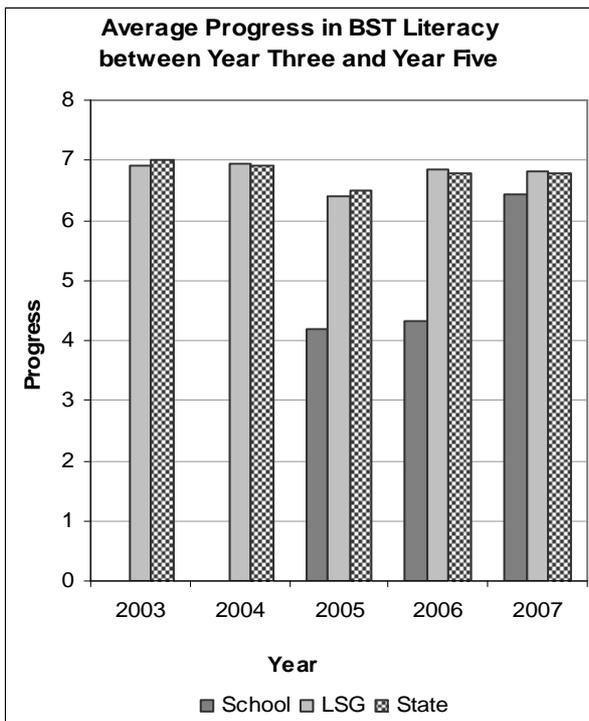
In Reading, Year Five students performed significantly better than the state (at least 10% higher) in: text conventions, identifying purpose, locating information, inferring information and identifying meaning. In Language, Year Five students performed significantly better than the state (at least 10% higher) in: spelling, using verbs, using punctuation and using pronouns. In Writing, Year Five students performed significantly better than the state (at least 10% higher) in the use of: paragraphs, sentence structure, text structure, descriptive text, resolutions, imagery, connective devices and tense.

BST: Progress in Literacy

	2003	2004	2005	2006	2007
HSPA	10.4	8.1	4.2	4.3	6.4
LSG	6.9	6.9	6.4	6.8	6.8
State	7.0	6.9	6.5	6.8	6.8

The School continues to perform at a level significantly above state average in BST Numeracy. This year, the NSW Average Mark was 51.0 while the School Average Mark was 57.4. 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.

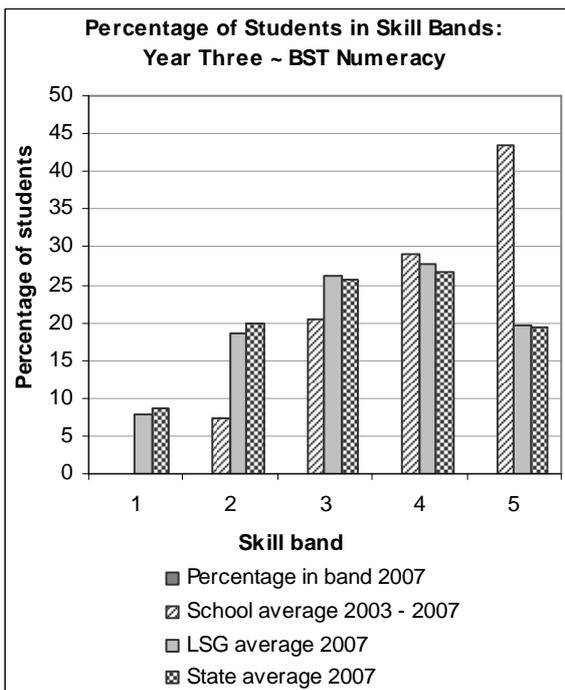


Year Three BST Numeracy Summary Statistics					
S.B. Distribution	HSPA	61.7		NSW	53.1
Skill Band S.B.	1	2	3	4	5
Number in Band	0	1	0	2	5
% in Band 2007	0.0	12.5	0.0	25.0	62.5
School Av. 03-07	0.0	7.3	20.3	29.0	43.5
LSG Av. 2007	7.9	18.6	26.2	27.6	19.7
State Av. 2007	8.6	20.0	25.6	26.6	19.3

In Number, Year Three students performed significantly better than the state (at least 10% higher) in: addition, subtraction, division, multiplication and whole numbers. In Measurement, Year Three students performed significantly better than the state (at least 10% higher) in: data, capacity, length, mass and area. In Space, Year Three students performed significantly better than the state (at least 10% higher) in the use of: 2D space and position.

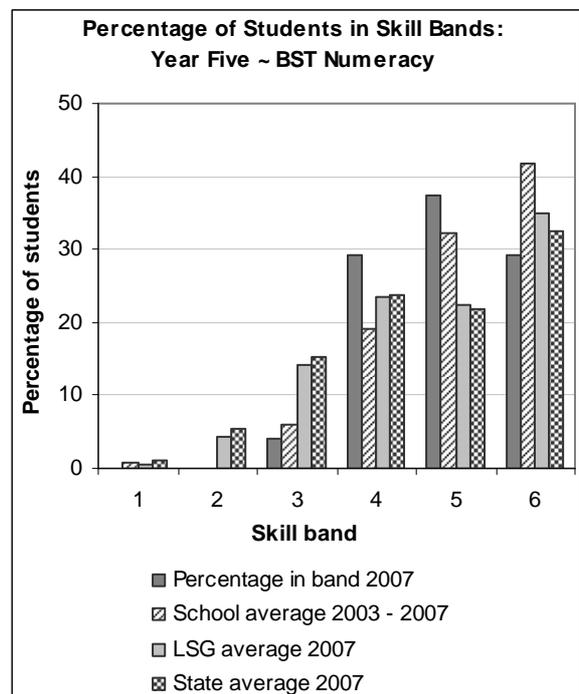
This strong result reflects the efforts of staff and students through a structured approach to the teaching of mathematical knowledge, including addition & subtraction combinations, times tables knowledge for multiplication and division, basic algebra, spatial awareness and measurement.

Numeracy – BST Year Three



Eight 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 88% achieving results in Bands 4 or 5 compared with an average of 46% for the state. The cohort recorded only 13% of its results in Bands 1, 2 or 3, compared with 54% for the state.

Numeracy – BST Year Five



Twenty-five 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 96% achieving results in Bands 4, 5 or 6 compared with an average of 79% for the state. The cohort was not represented at all in Bands 1 or 2, compared with 7% for the state.

Year Five BST Numeracy Summary Statistics						
S.B. Distribution	HSPA	63.6	LSG	62.7	NSW	61.9
Skill Band S.B.	1	2	3	4	5	6
No. in Band	0	0	1	7	9	7
% in Band 2007	0.0	0.0	4.2	29.2	37.5	29.2
Sch Av. 03-07	0.9	0.0	6.1	19.1	32.2	41.7
LSG Av. 2007	0.6	4.3	14.3	23.5	22.4	34.9
State Av. 2007	1.0	5.5	15.3	23.6	21.9	32.6

In Number, Year Five students performed significantly better than the state (at least 10% higher) in: addition, subtraction, division, multiplication and whole numbers. In Measurement, Year Five students performed significantly better than the state (at least 10% higher) in: data, capacity, length, mass and area. In Space, Year Five students performed significantly better than the state (at least 10% higher) in the use of: 2D space and position.

This strong result reflects the efforts of staff and students through a structured approach to the teaching of mathematical knowledge, including times tables knowledge, more complex algebra, new addition, subtraction, division and multiplication strategies and data manipulation.

BST: Progress in Numeracy

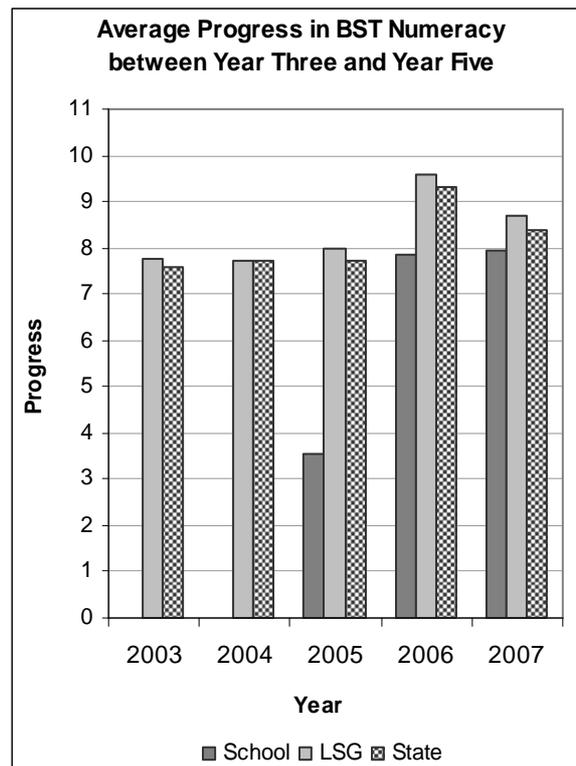
Average Progress in BST Numeracy Yr 3-Yr 5					
	2003	2004	2005	2006	2007
HSPA	9.6	2.1	3.6	7.9	7.9
LSG	7.8	7.7	8.0	9.6	8.7
State	7.6	7.7	7.7	9.3	8.4

The School continues to perform at a level significantly above state average in BST Numeracy. This year, the NSW Average Mark was 61.9 while the School Average Mark was 63.6. This pattern of results has been a consistent feature of literacy in the school 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.

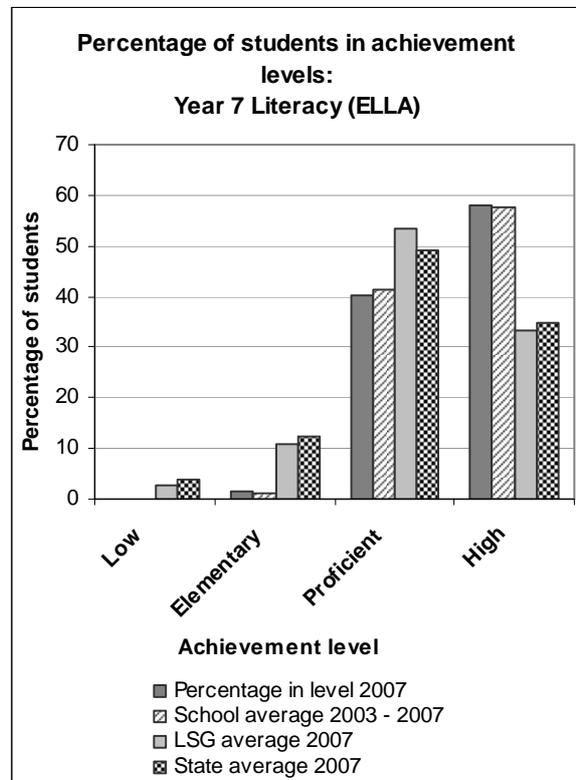
However, the School continues to analyse its external data and has introduced, in consultation with Numeracy Consultants, a structured plan to develop the needs of students experiencing difficulty with Numeracy for Years 9 and 10 in the lead-up to state-wide examinations.

As no Year 5 students recorded results below the National Benchmarks, there was not a need to institute the 'Counting On' numeracy remediation program in Years 6 and in preparation for national testing under NAPLAN in 2008.



English Language Literacy Assessment (Years Seven and Eight)

Literacy – ELLA Year Seven



One Hundred and Seventy-two Year Seven students achieved significantly higher results than students at Regional and State levels. Year Seven students performed particularly well in Reading and Language. These students also performed above State level in Writing, with 98% achieving results in the High and Proficient levels

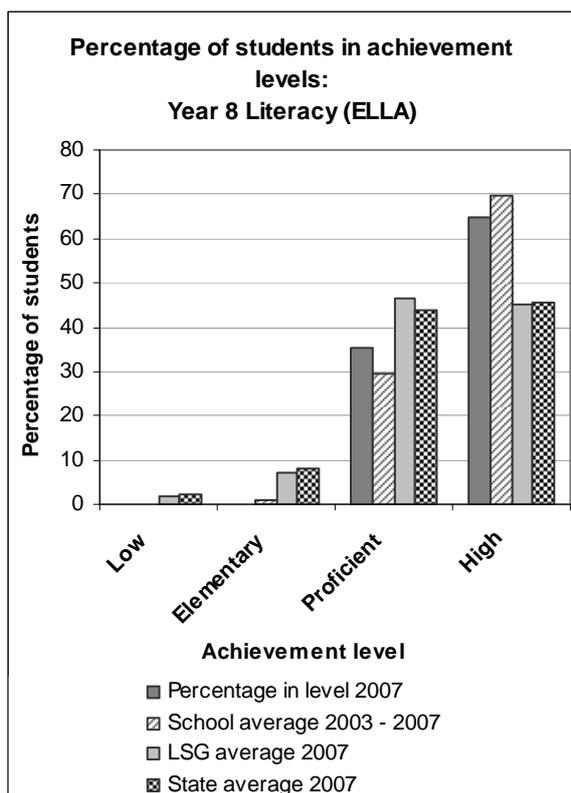
compared with an average of 84% for the state. The cohort was only represented at the Low and Elementary levels by 2%, compared with 16% for the state.

Year Seven 2007 ELLA Summary Statistics				
Average Mark 2007	HSPA	92.6	NSW	89.0
Achievement Level	L	E	P	H
Number in Level 2007	0	3	69	100
Percentage in Level 2007	0.0	1.7	40.1	58.1
School Average 03-07	0.0	1.1	41.4	57.6
LSG Average 2007	2.6	10.8	53.2	33.4
State Average 2007	3.7	12.3	49.0	35.0

In Reading, Year Seven students performed significantly better than the state (at least 10% higher) in: describing visual texts, identifying function, inferring purpose/meaning/image, locating information and identifying text conventions/purpose. In Language, Year Seven students performed significantly better than the state (at least 10% higher) in: using prepositions, spelling, positioning punctuation, identifying parts of speech and colloquial language. In Writing, Year Seven students performed significantly better than the state (at least 10% higher) in the use of: paragraphs, verb control, text structure, correct tense, pronouns, articles and plurals.

There were no items, where the School was outperformed by more than 10% by the State. Only 3% of Year students did not achieve the Literacy National Benchmark in Year Seven.

Literacy – ELLA Year Eight



One hundred and sixty-seven Year Eight students achieved significantly higher results than students at Regional and State levels. Year Eight students performed particularly well in Reading and Language. These students also performed above State level in Writing, with 100% achieving results in the High and Proficient levels compared with an average of 90% for the state. The cohort was not represented at the Low and Elementary levels at all, compared with 10% for the state.

Year Eight 2007 ELLA Summary Statistics				
Average Mark 2007	HSPA	93.6	NSW	90.9
Achievement Level	L	E	P	H
Number in Level 2007	0	0	59	108
Percentage in Level 2007	0.0	0.0	35.3	64.7
School Average 03-07	0.1	0.8	29.5	69.6
LSG Average 2007	1.6	7.0	46.3	45.1
State Average 2007	2.3	8.2	43.9	45.6

In Reading, Year Eight students performed significantly better than the state (at least 10% higher) in: describing visual texts, identifying function, interpreting maps, inferring purpose/meaning/image, locating information and identifying text conventions/purposes/puns. In Language, Year Seven students performed significantly better than the state (at least 10% higher) in: using prepositions, spelling, positioning punctuation, identifying parts of speech, omitted words and colloquial language. In Writing, Year Seven students performed significantly better than the state (at least 10% higher) in the use of: paragraphs, verb control, text structure, correct tense, pronouns, articles and plurals.

There were only two items: describing visual texts (pronoun references) and responding/describing visual texts (making inferences), where the School was outperformed by more than 10% by the State. There are no Literacy National Benchmarks for Year Eight.

ELLA: Progress in Literacy

The School continues to perform at a level significantly above state average in ELLA. This year the NSW Average Mark was 89 while the School Average Mark was 92.6. This pattern of results has been a consistent feature of Literacy in the School over the last five years.

Whilst the School is at or slightly below the State's Average Growth between Years Seven and Eight, it should be noted that the HSPA cohort is overly represented in the top two levels, compared with the State. Thus, it is exponentially more difficult for HSPA students to improve. However, the School continues to analyse its external data and has introduced, in consultation with State and Hunter/Central Coast Literacy Consultants, a four-year plan to develop all students' strengths in Literacy, particularly Writing K-12.

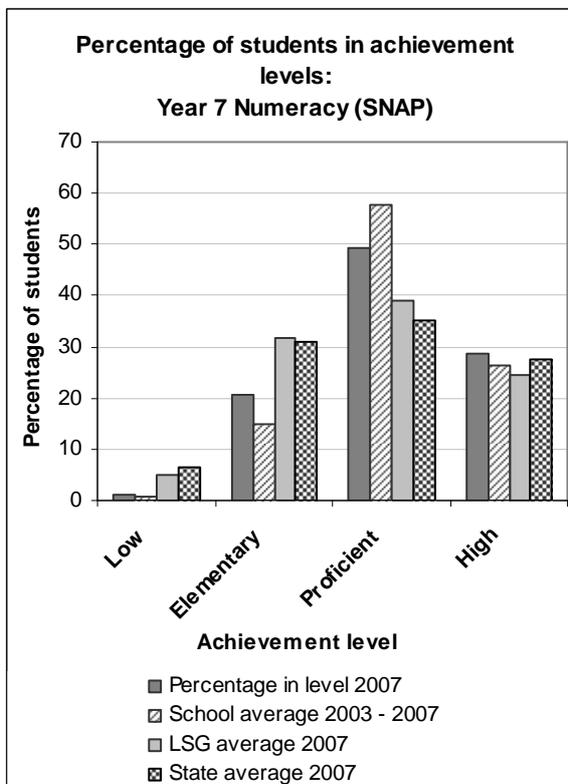
Average Progress in ELLA Literacy Yr 7-Yr 8						
Year	HSPA Average			State Average		
	Girls	Boys	All	Girls	Boys	All
2004	N/A	N/A	N/A	2.10	1.60	2.50
2005	N/A	N/A	N/A	1.88	1.74	2.03
2006	N/A	N/A	N/A	1.89	1.94	1.84
2007	2.07	1.82	2.16	2.22	1.89	2.55

K-12 Writing Program

As a result of extensive analysis of state and regional data, Hunter School of the Performing Arts began the formulation of a four-year Writing Program (2008-2011). This program has been designed based on feedback from students, staff and data presented to the School from state-wide examinations, which showed there was potential for further student growth, in the area of writing. The K-12 Writing Program, as detailed in the 'Significant Programs and Initiatives' and 'Targets for 2008' section of this report, will begin in 2008. It is supported by significant levels of staff training and development and financial support from the School's Teacher Professional Learning budget.

Secondary Numeracy Assessment Program (Year Seven)

Numeracy – SNAP Year Seven



One hundred and sixty-five Year Seven students achieved significantly higher results than students at Regional and State levels. Year Seven students performed well in Number, Space, Measurement, Data and Patterns & Algebra, with 78% achieving results in the High and Proficient

levels compared with an average of 62% for the state. The cohort was only represented at the Low and Elementary levels by 22%, compared with 38% for the state.

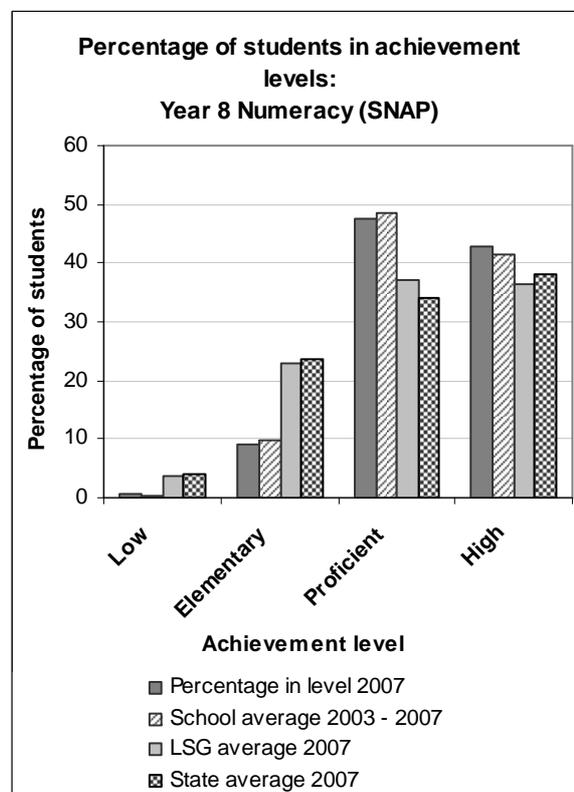
Year Seven 2007 SNAP Summary Statistics				
Average Mark 2007	HSPA	86.8	NSW	85.1
Achievement Level	L	E	P	H
Number in Level 2007	2	34	81	47
Percentage in Level 07	1.2	20.7	49.4	28.7
School Average 03-07	0.6	15.0	57.9	26.5
LSG Average 2007	5.0	31.6	39.1	24.4
State Average 2007	6.6	30.8	35.1	27.5

In Mathematics, Year Seven students performed significantly better than the state (at least 10% higher) particularly in Number and Data. The School also outperformed the State by 10% or higher in aspects of Measurement, Space and Patterns & Algebra.

There were only two items in Patterns & Algebra and one in Space, where the School was outperformed by the State. Only 17% of Year students did not achieve the Numeracy National Benchmark in the Year Seven SNAP. These students will be supported by STLA programs.

Secondary Numeracy Assessment Program (Year Eight)

Numeracy – SNAP Year Eight



One hundred and sixty-three Year Eight students achieved significantly higher results than students at Regional and State levels. Year Seven students performed well in Number, Space, Measurement, Data and Patterns & Algebra, with

91% achieving results in the High and Proficient levels compared with an average of 72% for the state. The cohort was only represented at the Low and Elementary levels by 10%, compared with 28% for the state.

Year Eight 2007 SNAP Summary Statistics				
Average Mark	HSPA	89.6	NSW	87.8
Achievement Level	L	E	P	H
Number in Level 07	1	15	78	70
% in Level 07	0.6	9.2	47.6	42.7
School Ave. 03-07	0.5	9.7	48.4	41.4
LSG Average 2007	3.5	23.0	37.0	36.5
State Average 2007	4.2	23.6	34.2	38.0

In Mathematics, Year Eight students performed significantly better than the state (at least 10% higher) particularly in Number and Data. The School also easily outperformed the State by 10% or higher in aspects of Measurement, Space and Patterns & Algebra.

There was one item each in Measurement, Space and Patterns & Algebra, where the School was outperformed by the State. As there are no National Benchmarks for Year Eight, the School analysed it's own data and has developed structured support programs for Year 9 students.

SNAP: Progress in Numeracy

The School continues to perform at a level above state average in SNAP. This year the NSW Average Mark was **89.6** while the School Average Mark was **87.8**. This pattern of results has been a consistent feature in Numeracy in the School over the last five years.

Whilst the School is at or slightly below the State's Average Growth between Years Seven and Eight, 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 continues to analyse its external data and has introduced, in consultation with Numeracy Consultants, a structured plan to develop the needs of students experiencing difficulty with Numeracy for Years 7 and 9.

Average Progress in SNAP Numeracy Yr 7-Yr 8						
Year	HSPA Average			State Average		
	Girls	Boys	All	Girls	Boys	All
2004	2.50	2.57	2.49	3.43	3.70	3.15
2005	1.88	2.09	1.81	2.87	2.79	2.95
2006	1.98	1.72	2.08	2.45	2.49	2.42
2007	3.17	3.19	3.16	3.28	3.02	3.55

School Certificate (Years Nine and Ten)

School Certificate English

In English, over 94% of students gained a result in the top three School Certificate Bands. This compares with 72% state-wide. Seventeen students earned a Band 6 result. This is also significantly better than state average. Overall results in English showed significant added value since Year 8. Statistical comparisons with other schools in the area confirm that English results in the School Certificate were particularly strong.

School Certificate Drama

Very high results were achieved in School Certificate Drama in 2007

The School Certificate results reflected the specialised nature of Hunter School of the Performing Arts. Students achieved thirty-seven 'A' grades and forty-seven 'B' grades. Only 17 students achieved below a 'B' grade.

School Certificate Dance

Fifty-seven students completed the School Certificate course, with their results reflecting the specialised nature of the School. Seventy-seven percent achieved an 'A' and 'B', which was well above the state average.

Twenty-five students completed the Board of Studies endorsed 'Classical Ballet' course and achieved excellent results.

School Certificate Music

In Music 200 hours, 70% 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.

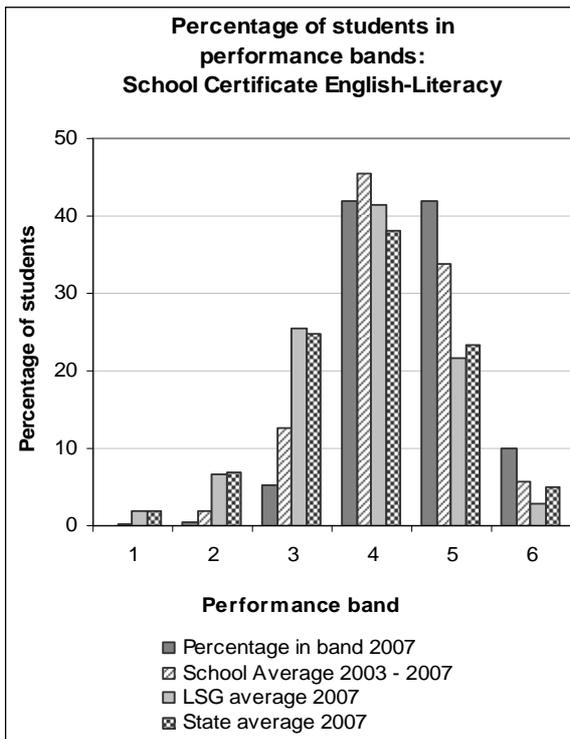
Staff expect that this result will underpin strong student achievement at the Higher School Certificate.

School Certificate Technology and Applied Sciences

In Industrial Technology (Timber), 37% achieved grades 'A' and 'B', which was above the State Average.

In Design & Technology, 46% achieved a grade 'B', which was above the State Average.

In Food Technology, 43% achieved grades 'A' and 'B', which was above the State Average.

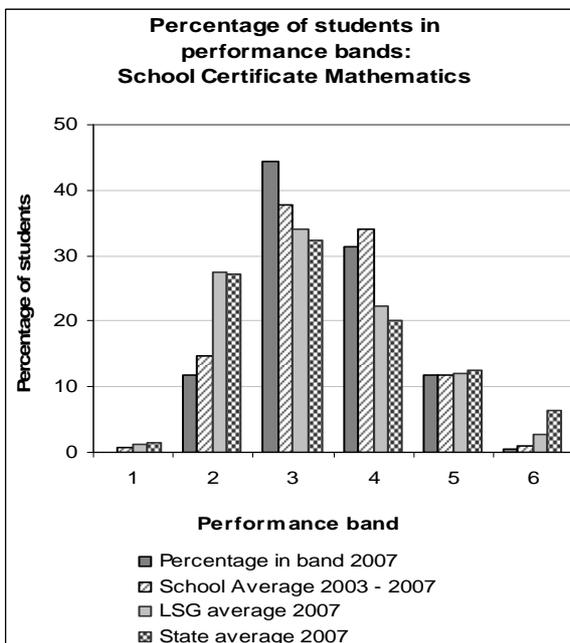


School Certificate Mathematics

In Mathematics, 31% of students gained 5.3 Level (Advanced) grades with 36% of these students in the top two grades. Only three students received the lowest grade. Overall results from the Mathematics courses are close to state average.

In Mathematics, 44% of students scored Bands 4, 5 and 6 in the single external Numeracy test, compared to 45% for the state. Our students were above the state average for the Number strand, approximately equal for Algebra, Data and Measurement strands and only 0.5% below the state average in Geometry.

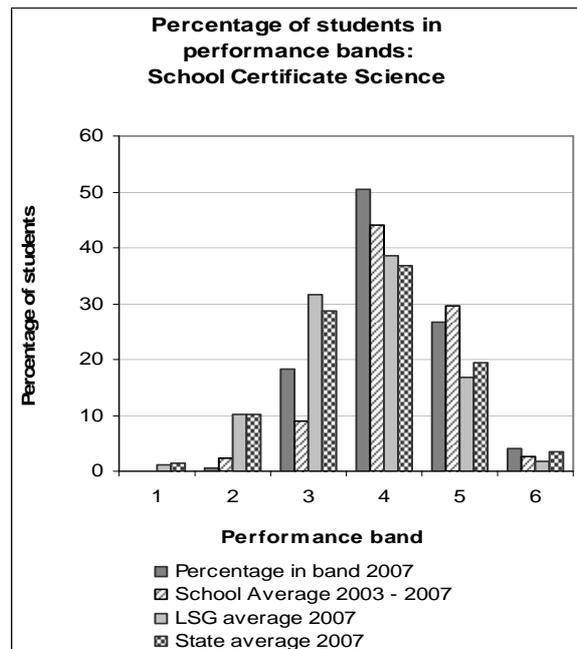
School Certificate Mathematics



School Certificate Science

The School Certificate Science results were equally pleasing, with students consistently achieving above the stage average in each of Bands 4, 5 and 6. In fact, over 80% of HSPA students received a Band 4 or better compared with 65% state-wide.

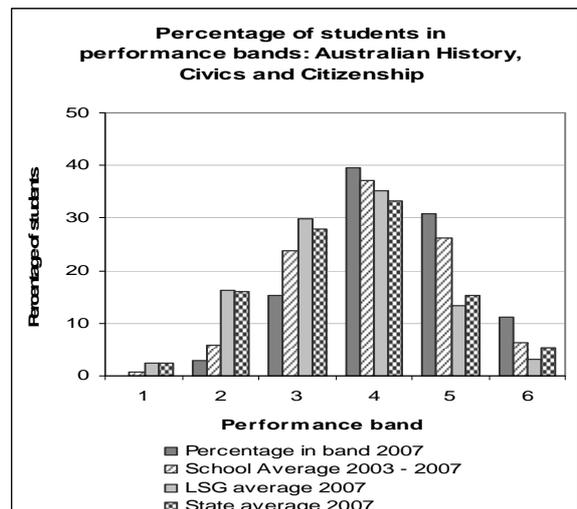
These outstanding Science achievements have resulted in record numbers of Year Eleven students selecting Stage 6 Science subjects at the School in 2008.



School Certificate History

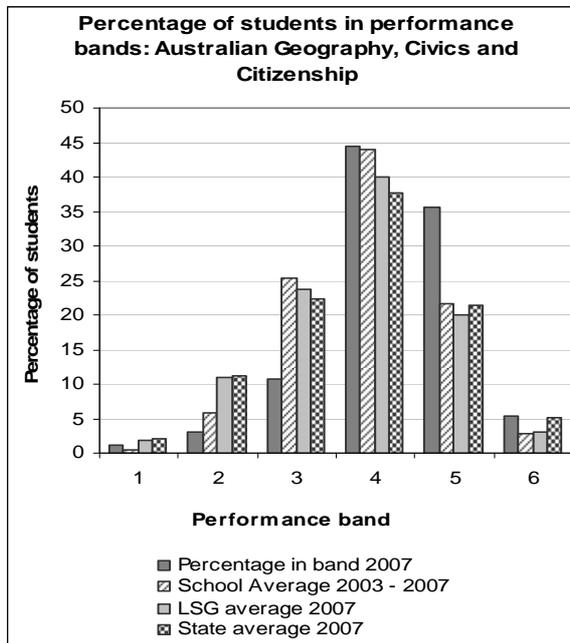
The results achieved in the 2007 School Certificate exam were our best ever and reflect the faculty's commitment to continuous improvement in our Teaching and Learning programs. The School congratulates all Year 10 students for their efforts in HSIE.

In History, 11% of our students achieved in Band 6, nearly double the state average of 6%. And 31% achieved in Band 5 as compared to the state average of 18%.



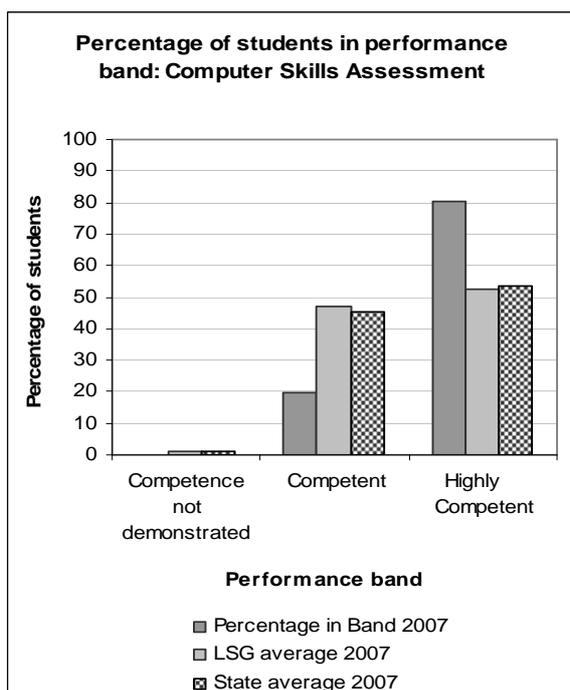
School Certificate Geography

In Australian Geography 41% of the School's students achieved a Bands 5 or 6. This is significantly above the State Average of 33%. Special mention must be made of Marina Gritten, who achieved 100% in the Geography exam.

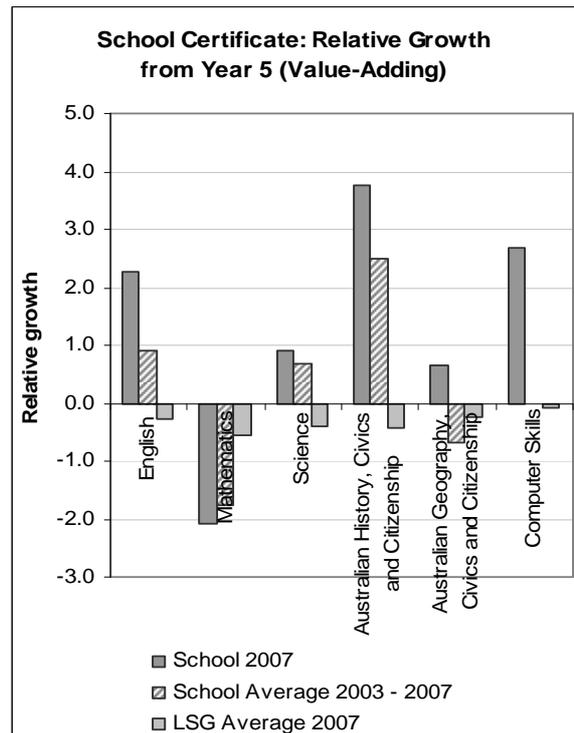


School Certificate Computer Skills

Year 10 students achieved considerable success in the Year 10 Computer Skills Assessment. 80% of students scored in the Highly Competent band, compared with 58% for the state. Fifty-five students (33%) achieved a result of 90% or higher with five students achieving the school's highest mark of 97%. No students were in the lowest band.



Basic Skills Test to School Certificate: Relative Growth from Year 5 (Value-Adding)



Whilst the State and Like School Group (LSG) trends appears to be downwards, it should be noted that students at Hunter School of the Performing Arts outperformed their peers. The lower growth figure in Mathematics is explained by the fact that external state-wide examinations do not examine what the students are taught as part of their core studies in the preceding two years.

Value-Adding Year 5 to Year 10				
Course	School 2007	School Average 2003 - 2007	LSG Average 2007	State 2007
English	2.3	0.9	-0.3	0.0
Mathematics	-2.1	-1.8	-0.5	0.0
Science	0.9	0.7	-0.4	0.0
Australian History, Civics and Citizenship	3.8	2.5	-0.4	0.0
Australian Geography, Civics and Citizenship	0.7	-0.7	-0.3	0.0
Computer Skills	2.7	N/A	-0.1	0.0

Higher School Certificate (Years Eleven and Twelve)

English Department

In Advanced English, students performed slightly better than the state average. In Standard English, Extension 1 and Extension 2 English, results were slightly below state average. Extension 1 and 2 English are small candidature subjects so variation from the mean is more

common. In Advanced English, five students earned a Band 6 result. One Extension 2 student earned a top band result.

Close analysis of student data using the SMART data package, showed that English results overall had significant value added in the progress from the School Certificate to the HSC. Statistical comparisons with other schools in the area confirm that English results in the HSC were particularly strong.

Mathematics Department

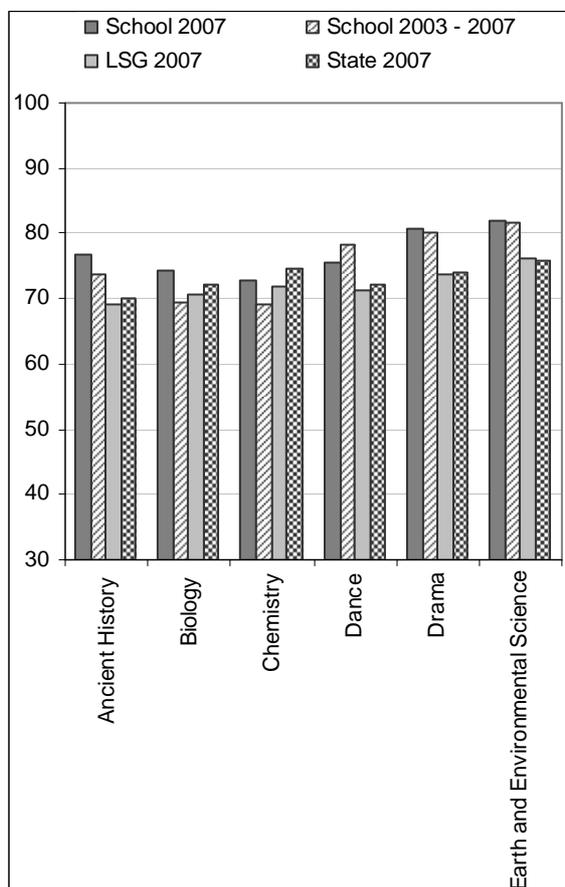
In Mathematics, 57% students scored marks in the top three bands. This was slightly lower than state average. However, these results represent a slight improvement on the 2006 HSC results.

For Mathematics Extension 1, 31% students scored marks in the top two bands. The highest result was 97%.

For Mathematics Extension 2, 100% students scored marks in the top two bands. This was above state average, with the highest result being 95%.

In General Mathematics, 53% of students scored marks in the top three bands. This is close to state averages.

In Applied Mathematics, 57% students scored marks in the top three bands. This is higher than state averages.



Science Department

In Earth and Environmental Science - EES, 67% of HSPA students achieved a Band 5 or 6, compared with less than 50% state-wide.

For more than half of ESS students, this subject represented their highest HSC mark. The average result for EES students was more than 4 marks above the State average.

In Biology, almost 40% of students received a Band 5 or 6, compared with less than 33% state-wide). The average mark for Biology students was above the State average.

The School's Chemistry and Physics results were also very pleasing, with the majority of students receiving marks sufficient to gain a very valuable UAI 'boost'. These results placed both Chemistry and Physics in the top 11 subjects at HSPA in terms of UAI contribution.

A significant number of Science students have been accepted into science-related courses at Newcastle University and other tertiary institutions.

Languages Other Than English Department

Whilst student achievement in LOTE - Italian Beginners was lower than the state average, their results achieved in this subject was at the same level as their results in other subjects areas. Three students achieved Band 5 (23%), 2 (17%) students achieved Band 4, with 60% of the cohort achieving Bands 2 and 3.

Human Society & Its Environment Department

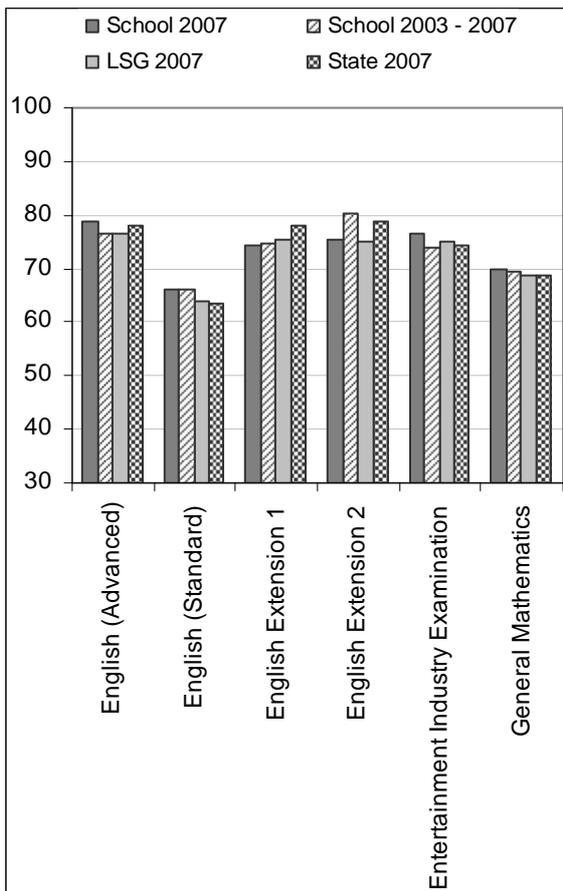
The full compliment of HSIE subjects that were examined in the 2007 delivered excellent results for our students. The levels of achievement by students in Ancient History, Modern History and Society and Culture were significantly above state average.

This continues the trend of students in HSIE subjects performing exceptionally well in the HSC and reflects the effective relationship between the experienced, committed, quality teachers of the HSIE faculty and our diligent students.

Modern History results were outstanding. 85% of our cohort achieved in band 5 and band 6. The state average is 42%. 35% of our cohort achieved in band 6 compared to 9% across the state.

Ancient History results were our most successful ever with 18% of our cohort achieving in Band 6 and a further 27% achieving in band 5. This was well above the state average for Ancient History.

43% of Society and Culture students achieved Band 5 compared to 25% across the state. 10% of Legal Studies students achieved Band 6.



Music Department

Music results at Hunter School of the Performing Arts were significantly above the state average, with 97% of the candidates attaining marks in the top three bands.

Music One results were particularly strong, with fifteen students (42% of course) achieving Band Six results and nineteen students (50% of course) achieving Band Five results. This places the school 8% above the state average.

Music Two and Extension results were near state averages, with students attaining results in Bands Three, Four and Five.

Technology & Applied Sciences Department

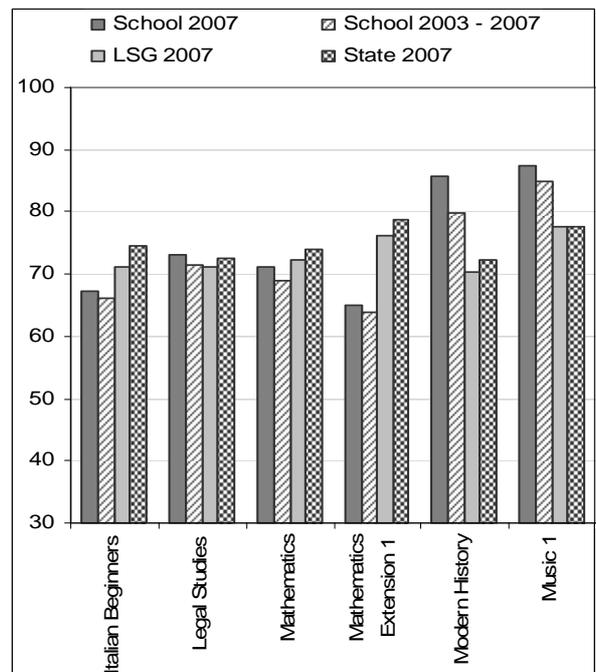
Technology and Applied Sciences results at Hunter School of the Performing Arts were significantly above the state average, with 97% of the candidates attaining marks in the top three bands.

Community and Family Studies results were sound, with one student (14% of course) achieving a Band Five result and three students (43%) achieving Band Four results. This places the school 2.5% below the state average.

Industrial Technology results were particularly strong, with one student (11% of course) achieving Band Six results and six students (67% of course) achieving Band Five results. This places the school 12.5% above the state average.

Textiles and Design results were particularly strong, with one student (11% of course) achieving Band Six results and two students (22% of course) achieving Band Five results. This places the school 1.3% below the state average.

Hospitality results were particularly strong, with one student (12.5% of course) achieving Band Six results and one students (12.5% of course) achieving Band Five results. This places the school 2.4% above the state average.



Dance and Drama Department

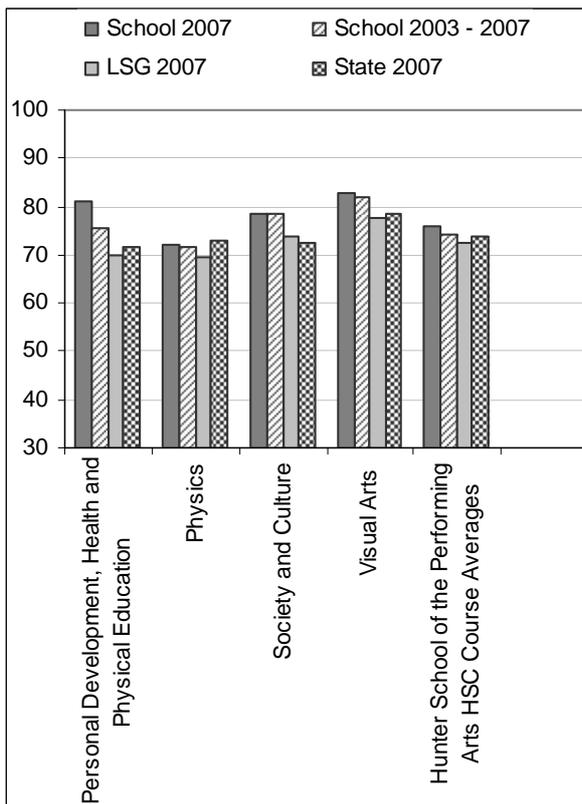
Two Higher School Certificate students were nominated for their Individual Performance for 'On Stage'.

Five Higher School Certificate students were nominated for their Individual Performance for 'Call Back'.

One Higher School Certificate Dance student was selected for the Dance Degree at New South Wales University. This is selected from UAI results and auditions.

High student achievement was maintained in Higher School Certificate Dance in 2007.

One student (6.66% of course) gained a Band Six, with three students (20% of course) gaining a Band Five.



Higher School Certificate Dance students achieved an overall score of 75.6% which was 3% above the state average.

Very high results were achieved in Higher School Certificate Drama in 2007

Higher School Certificate results in 2-unit Drama reflected the specialisation of Hunter School of the Performing Arts, with five students achieving Band Six results (16.1% of course) and fourteen achieving a Band Five (10.1% of course). Only eight students achieved below a Band Five.

This Drama Higher School Certificate result placed Hunter School of the Performing Arts well above the state average. These Drama results were particularly pleasing due to a small candidature.

Visual Arts Department

Year 12 HSC Visual Arts students, William Magin, Shaun Diviney, Lucy Alcorn and Caitlin Doyle-Markwick each had their Visual Arts Body of Work portfolios nominated for Art Express.

For the majority of Visual Arts students, their Visual Arts result was their highest or second highest HSC result.

Student achievement in Visual Arts was well above state average. Seven students (17%) achieved Band 6, 20 students achieved Band 5 (48%), with the remainder achieving Band 4. No student achieved below Band 4 in the cohort.

In general, 65% of students achieved either a Band 5 or 6. This outcome is evidence of continued strength in the Visual Arts faculty and continued outstanding results.

Personal Development, Health and Physical Education Department

High student achievement was achieved in 2 unit PDHPE, with 2 students in Band 6 (12%) and 8 students in Band 5 (47%). These results were well above the state averages of 9.4% and 26.3% respectively.

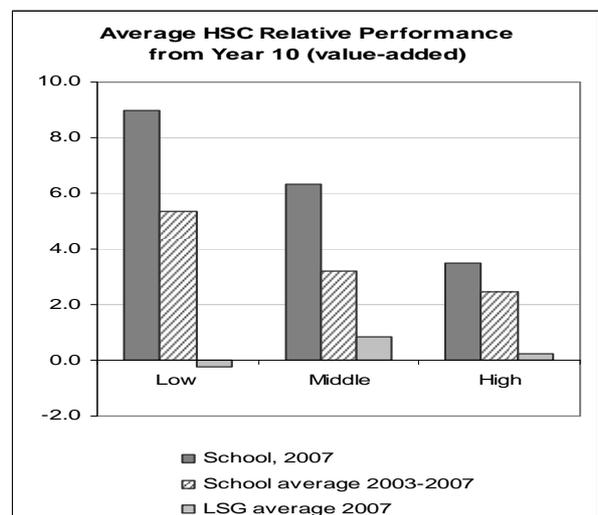
Overall PDHPE results were on average 8% higher than the State average.

Student achievement in Community and Family Studies was slightly below the State average, with students achieving results in Bands 4 and 5.

Comparisons (State and Like School Groups)

Course	School 2007	LSG 2007	State 2007	Diff. from State
Anc. History	76.8	69.0	70.1	6.7
Biology	74.5	70.8	72.1	2.4
Chemistry	72.7	71.7	74.5	-1.9
Dance	75.7	71.2	72.2	3.5
Drama	80.7	73.6	74.1	6.6
E.E. Science	82.0	76.2	75.7	6.3
English (Adv.)	78.8	76.6	78.0	0.8
English (St.)	66.2	64.0	63.4	2.8
English Ext. 1	74.3	75.5	78.0	-3.8
English Ext. 2	75.4	75.2	78.8	-3.4
Ent. Ind. Exam	76.4	75.1	74.3	2.2
Italian Beg.	67.4	71.2	74.6	-7.2
Leg. Studies	73.0	71.0	72.7	0.3
Mathematics	71.0	72.3	74.1	-3.1
Maths Ext. 1	64.9	76.1	78.7	-13.8
Maths Gen.	69.7	68.8	68.7	1.1
Mod. History	85.6	70.3	72.4	13.3
Music 1	87.3	77.5	77.7	9.6
P.D.H.P.E.	81.1	70.1	71.5	9.7
Physics	71.9	69.5	73.1	-1.2
Soc. & Culture	78.7	74.0	72.7	6.0
Visual Arts	82.8	77.9	78.4	4.4

School Certificate to Higher School Certificate performance comparison (Value-Adding)



School results reflect significant levels of overall 'value-adding' from the School Certificate to the Higher School Certificate. The average growth in learning of students was significantly higher in comparison with students in other schools and the State. This growth reflects a steady increase in 'value-adding' from 2003 to 2007.

S.C. to H.S.C. Progress Yr 10 - Yr 12			
Performance Band	Low	Middle	High
School in 2007	9.0	6.3	3.5
School Ave. 03-07	5.4	3.2	2.5
LSG average in 07	-0.2	0.9	0.2
State in 2007	0	0	0

National Benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as National Benchmarks. National Benchmarks are reported on for students in Years 3, 5 and 7. From 2008, these will be reported on in Years 3, 5, 7 and 9 as part of the National Assessment Program: Literacy and Numeracy (NAPLAN).

The performance of the students in our School in the Year 3 and the Year 5 Basic Skills Test (BST), the Year 7 English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported on the following page.

Percentage of Year 3 students in our School achieving National Benchmarks in 2006 - 2007

The performance of the students in our School in the Year 3 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year Three students meeting National Benchmarks				
Strand	2006		2007	
	School	Aust.	School	Aust.
Reading	100	*	100	*
Writing	100	*	100	*
Numeracy	96	*	100	*

* National percentages for achievement of National Benchmarks were not available for this report.

Percentage of Year 5 students in our School achieving National Benchmarks in 2006 - 2007

The performance of the students in our School in the Year 5 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year Five students meeting National Benchmarks				
Strand	2006		2007	
	School	Aust.	School	Aust.
Reading	96	*	100	*
Writing	96	*	100	*
Numeracy	100	*	100	*

* National percentages for achievement of National Benchmarks were not available for this report.

Percentage of Year 7 students in our School achieving National Benchmarks in 2006 - 2007

The performance of the students in our School in the Year 7 English Language and Literacy Assessment (ELLA) and the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year Seven students meeting National Benchmarks				
Strand	2006		2007	
	School	Aust.	School	Aust.
Reading	98.8	*	97.7	*
Writing	100.0	*	99.4	*
Numeracy	86.8	*	82.9	*

* National percentages for achievement of National Benchmarks were not available for this report.

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. The School's Senior Executive began to develop the HSPA CAAEP (Creative Arts Aboriginal Education Plan). 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.

The Millabah Dance Group continues to represent the School and the Aboriginal community in a high profile role. As in 2006, performance opportunities have declined as a result of loss of federal funding to Aboriginal education programs. However, Millabah have continued to perform at a range of community and School events, including the official opening of the Women's Birthing Centre at John Hunter

Hospital and NAIDOC Week celebrations at Glendale East Public School. All performances have been very well received and the group has won accolades for its focus and professionalism. A highlight of the year was their performance with Newcastle High's Muloobinbah group, at Starstruck 2007. 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 10 was selected for the Indigenous Drama Camp. Kyla Williams of Year 7 was selected as a soloist in the Hunter/Central Coast Music Festival; and was a participant in the School Spectacular 2007 and the Indigenous Talent Development Workshop. Her performance at this workshop was so well received that she has been selected for the ongoing Indigenous Talent Development program.

Both Chloe Saggus of Year 10 and Hilary McEntyre of Year 11 were selected as recipients of Aboriginal Education Scholarships. Hilary was also selected for an Indigenous Employment Strategy traineeship and has worked every Wednesday this year for the Commonwealth Bank. Tim Tillman of Year 10 topped the School in the Science examination. Ashlee Winmill of Year 8 was selected for the School Spectacular dance ensemble. Adam Ingram of Year 8 has been a valuable member of the Central Coast didgeridoo ensemble, which performed at Starstruck 2007.

Higher School Certificate Aboriginal Studies continues to be a popular subject for both indigenous and non-indigenous students with a full Year 11 class in 2007 and a full class plus a waiting list for Year 11 in 2008. 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.

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. This included excursions to Newcastle Regional Museum's Mixed Mobs exhibition, performances by Bangarra Indigenous Dance Theatre, Newcastle City Council's 'Past, Present, Future' Youth Reconciliation Event and the annual camp and visit to Aboriginal heritage sites in Yengo National Park.

Unfortunately, the number of indigenous students auditioning for HSPA continues to decline. Programs, such as the Creative Arts Aboriginal Education Plan will be enacted in 2008, through such bodies as the Primary Principal's Association, the Creative Arts Council and with community and business sponsorship, to encourage more indigenous students to enrol.

Multicultural Education

Programs and initiatives to ensure an inclusive School community and a racism-free learning and working environment, including nomination and training of an Anti-Racism Contact Officer

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.

Use of the 'Prejudice. No way!' anti-prejudice activities and 'Big Mob Books for Little Fella's' were continued in for students in Years One and Two classes in 2007.

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.

Staff developed units of work in Stages 1, 2 and 3 PDHPE and HSIE that highlight cultural, linguistic and religious diversity. In stages 2 and 3, the units link to School participation in the Multicultural Perspectives Public Speaking Competition.

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 2006 to their positions and they received specific leadership training at Young Leaders (K-6) and Government House.

K-6 Student Executive councils and Student Representative Councils 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 Khay and Mrs Burns in the development of the 'Year Seven Code of Conduct' and Year Seven Year Assemblies.

Year 8 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 Secondary 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 the leadership of Mrs Wendy Baker, 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.

Boys in Performing Arts

The aim of the regional 'Boys in Performing Arts' program was to facilitate the involvement of boys in the performing arts. This regional initiative facilitated the involvement of 45 Year 5-8 students in a range of performing arts activities, with specialist teachers from within the school. Principals were asked to identify boys in their school, who showed an interest in the performing arts and whose confidence could be enhanced through such a program. The program was designed to show boys that valuable learning outcomes can occur through studies in the performing arts. This program led to increased applications for audition at the School by boys represented in these grades.

Drug Education

All K-6 students undertook studies in the NSW Department of Education & Training's mandatory 'Drug Education' syllabus with Mr Khay. Four hundred and seventy-five primary and middle

school students (Years 1-4 and 5-8) participated in the 'Drumbeats' Anti-Bullying/Drug Education Day, organised by Mrs Jeananne Hardie, Mrs Michelle Maher, Mrs Louise Abell-King, Mr Khalil Khay & twelve Year 9 students.

The DET supported LEAD drug education program was implemented for the first time during Alternate Learning Week at the end of 2007 for students in the Primary Department, Year 7 and Year 8. Twelve Year 9 students were trained to lead forums with the assistance of a further six student facilitators.

Progress on 2007 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 2005, the School developed a Strategic Plan 2006-2008, which was responsive to the Hunter/Central Coast Region's Strategic Plan. A School Annual Action Plan is derived from this strategic plan. Faculties derive action plans from these school based planning documents. The following outlines achievements of 2007 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.
- Marked increases in the use of valuable data and assessment for learning strategies by staff to guide continuous improvement processes in faculties.
- Improvements to teaching practices in Writing K-12 following School involvement in a regional 'Focus School' review program.

Target 2.

Enhancing staff welfare, capacity and accountability.

Our achievements include:

- 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 increase acceptance of the accountability framework for teachers.
- Strengthening of teacher support and accountability aspects of the schools Teacher Assessment Review Schedule (TARS) processes.

Target 3.

Enhancing school community relationships through improved communications.

Our achievements include:

- Continued use of the student diaries as a teacher-parent two-way communication mechanism.
- Increase availability to parents of faculty documents related to course content, skills and assessment procedures.
- Marked increase in performance opportunities for students to demonstrate learning outcomes held on showcase concerts, and outreach concerts for prospective parents in the Hunter Theatre
- The establishment of a HSPA community choir; a concert was held for senior citizens and local aged care facilities; established professional links with local theatre companies during performance seasons in the Hunter Theatre.

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. In 2007, the School carried out evaluations of Writing K-12 and the Role of the Head Teacher/Assistant Principal as part of an Executive Review.

Curriculum

In 2006, the School received support in the Primary Department for its efforts in further developing student improvements in literacy between Years 3 and 5. This continued in 2007, with a focus on the middle years, from Years 6 to 7 and from Year 7 to 8.

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 made were identified. This was particularly so for Writing. An extensive teaching and learning curriculum-mapping activity occurred over Term Three, commencing with a whole school staff development session on English and Writing K-12. Staff were asked to identify through faculties, what aspects of literacy and writing were explicitly taught in their key learning areas. Students were asked to identify over a two-week period how often they explicitly wrote and what was the main purpose. Analysis of this data revealed that the most common form of writing at the School was purely note-taking and that explicit teaching of the Board of Studies Text Type and BOS Verbs, whilst occurring in Years 1-6 and 11-12 was not an explicit focus in Years 7-10.

Future directions

As a result of this mapping, a K-12 Writing continuum was developed in consultation with Regional Literacy Consultants. Writing Teams of the Head Teacher and 2 staff in each secondary department were created. The Primary staff formed another writing team. A systematic plan to deliver staff professional development, through these writing teams was established, \$6,000 in Professional Learning funds was allocated and a model of writing best practice including areas such as: outcomes, annotated models, learn about's, learn to's, scaffold and rubrics was designed to support all students in all grades. This will be implemented from Term 1, 2008 and will become the 2008-11 K-12 Writing Program and part of the next School Strategic Plan.

Educational Management and Practice

In Term Four, The Principal led the executive staff of Deputy Principals, Head Teachers and the Assistant Principal through the process of

defining Role Statements for this middle management level in the school.

Background

This review was undertaken as part of the restructure in both the Primary and Secondary departments of the School, due to the impending loss of a Head Teacher position and the addition to School staffing of the Deputy Principal K-8 position. 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 was re-evaluated in terms of what managerial responsibilities should flow to the Primary Department's senior officer and what curriculum, welfare and supervisory role the Assistant Principal should play 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, it was determined that current role statements were inadequate and needed further structuring. The issue of whole-school workloads and responsibilities was identified. Role statements were deficient in terms of current school strategic initiatives.

Future directions

By Semester 1, 2008 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 play in whole school students and staff welfare.

Parent, student, and teacher satisfaction

In 2007 the School sought the opinions of parents, students and teaching and administrative staff about its operations in the Primary Department. The responses are presented below.

Over 100 families were surveyed in Years 1-6 with a response rate of 41% 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. However, they identified a need for increased delivery of professional development and capacity building programs. These were delivered through enhancements provided by the Professional Learning and concessional periods taught by the Deputy Principal K-8.

Parents reported that the School communicated well, that a level of 'user-pays' would be supported, that physical and education programs should be enhanced and that enhancements to extra-curricula performing arts and sporting programs were most welcome. Electronic delivery of the weekly newsletter was also instituted by Mrs Carolyn Way.

Teacher Professional Learning

Professional learning activities for staff in 2007 reflected the target areas identified in the school plan. Approximately \$54,300 was spent on teacher professional learning in the seven Department priority areas. This equates to \$798 per staff member

Priority Area	Amount
Beginning Teachers	\$ 750
Information Communication Technology for Teaching and Learning	\$ 7 389
Literacy and Numeracy	\$ 1 554
Quality Teaching	\$15 485
Syllabus Implementation	\$16 550
Career Development	\$ 5 800
Welfare and Equity	\$ 6 756

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.

The School continued its commitment to the Langford training, with another three staff members completing this four day course. We aim to further apply the Langford Quality Improvement Tools and methods to strengthen and build relationships between teacher and learner and to create an educational environment where learners accept responsibility for their learning.

School Development 2006 – 2008

Targets for 2008

Targets for 2008 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 the area of 'learning accommodations' to support our special needs students.
- Explicit use of quality teaching, assessment & reporting and consistency in teacher judgement strategies to enhance student learning
- Continued staff use of data and assessment for learning strategies to guide continuous improvement processes in all faculties.
- The 2008-2001 K-12 Writing Program will be fully implemented with training and development provided to all staff.

Our success will be measured by:

- Improved teacher understanding and student success as a result of quantifiable improvements to improved programming.

Target 2.

Enhance staff welfare, 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.
- Refinement of the teacher understanding of the Teacher Assessment Review Schedule (TARS) processes.

Our success will be measured by:

- Improved school accountability, staff teaching and learning best practice, staff achievement and student success, which can be measured at local, regional, state and national levels.

Target 3.

Enhance the school community relationships through improved communications.

Strategies to achieve this target include:

- Emailing of the School and Primary Department newsletters to parents who indicate preference for electronic delivery.
- Upgrading of the school's website to ensure that it 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.

Our success will be measured by:

- Favourable feedback provided through targeted surveys of students and the parent community.

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

Mrs Brenda Powell, P&C President

Mr Greg Douglas, Aboriginal Education Contact

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>