



SUBMISSION

PARLIAMENTARY INQUIRY
INTO THE EXTENT, BENEFIT
AND POTENTIAL OF MUSIC
EDUCATION IN VICTORIAN
SCHOOLS
FEBRUARY 2013

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Photographs (all photos published with permission)

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Appendix A – The voice of students attending Nossal

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Appendix C- The voice of Nossal staff

Dear Members of the Education and Training Committee,

Please find attached a submission from Nossal High School – Victoria's first coeducational academically selective high school.

In 2013 Nossal reached capacity of 800 students from Years 9-12 (200 per year level) after opening in 2010. Students gain a place at Nossal through a competitive entry process and intensive academic examination common to the four government selective schools. Close to 1300 students applied for one of the 200 Year 9 places at Nossal in 2013, with preference numbers growing annually, and entry scores rising progressively. Of the 200 students admitted each year, just fewer than 50% come from independent schools and just over 50% from the government system, with students coming from over 95 different source schools. All students are academically high performers, and while musical ability is not part of the selection process, typically for gifted students, many are also significantly talented or experienced musicians who have been involved in private and school based music programs and tuition for many years. Significant numbers come to us with AMEB qualifications: at least three Year 9 students have achieved A Mus A (Associate in Music Australia) levels, and many have been learning instruments since a very early age. (when commenting to one of our parents about the quality of her 15 year old son's violin playing her response was...."Yes, he is much better at the violin than the piano, he has only been playing the piano since he was six, but started on violin when he was aged two.")

Nossal recognised the importance of music as an integral part of the school program and has structured whole year level music programs, optional instrumental and classroom music programs and recreational music opportunities into the fabric of the school. The school was designed to incorporate a dedicated music facility consisting of small group rehearsal rooms, instrument storage, teacher office space, an orchestra room, digital music classroom, and combined lecture theatre/performance space. All Year 9 students (and staff) are involved in a compulsory choral program of group singing as a means to strengthen group unity, inspire confidence and creativity, and it has provided many with an opportunity to discover untapped talents.

Building an instrumental and classroom music program was (and remains) a significant challenge; staffing budgets barely cover the costs of providing the prescribed curriculum, let alone providing classroom music or instrumental teachers; students will chose to drop music in later years in preference for subjects that are considered to be more academic, or will deliver higher ATAR scores; because of their level of proficiency or to undertake an additional subject, many will continue with their music lessons outside the school; initial set up costs for musical equipment is huge; student ability levels range from absolute beginners to significant proficiency; a significant majority of students play piano which cannot be offered as a group or ensemble program; and like all of our “co-curricula” programs there is a tension for students and staff in providing time for rehearsal, lesson or performances that may impact on other studies.

Since 2011 we have been fortunate to be able to secure a small amount of funding and support through the allocation of additional instrumental music funding through the music committee of the (then) Southern Metropolitan Region (DEECD) This funding enabled us to employ a Music Director/Teacher to set up and run the total music program. The initial funding amounted to 0.4 of the teacher’s costs, the remaining 0.6 met from the school staffing budget. An excellent group of specialist instrumental teachers have also been contracted on a “fee for service” basis (parents are charged directly for lesson costs, and the teachers invoice the school for the hours they teach) This enables those students who wish to take up lessons at school, access to quality teachers and the opportunity to participate in ensembles (which are funded through the school budget). However, the teachers are only present at school when contracted for lessons and can make minimal contribution to the growth and development of a coherent larger music program; are committed to the students specifically, not the school; and are paid a (comparative) pittance (currently \$55 per hour in total). In spite of this the school has a vibrant and growing music program, which with adequate funding and support will become an exceptional and renowned feature of our school and provide the essential opportunity for our students to experience a broader more creative program and expose them to musical opportunities that will strengthen their total educational experience and better prepare them for future pathways. (as is the case at Melbourne High School and Mac Rob who have long established and highly successful music programs with a student cohort with similar needs and aspirations)

Nossal's biggest challenge is to sustain what we have started to build and to find ways to adequately resource the growth and development required to deliver a high quality classroom and instrumental music program; one that is at least (eventually) comparable to the existing selective schools and to the high performing schools that our students come from.

The current regional music funding model provides exceptional (but very limited) resourcing to support music in government schools, but does not allow for growth, either in individual schools, nor in the number of actual schools being funded, so any increase in music funds for Nossal under the current model requires the reduction of funds to another school.

Nossal parents have contributed strongly to the provision of facilities and equipment through a voluntary music fund and the success of the program relies heavily on the goodwill and unpaid additional work of our music staff. In 2014 our staffing budget projections are dire, and the Student Resource Package (SRP) funding is unlikely to cover the costs of a basic curriculum, let alone provide any "additional" amounts to cover the shortfall in regional funding allocations (if that continues) Rather than growing our fledgling program I fear we will be struggling to retain it, and that would be a tragedy for our current and future students, and for state education.

I am pleased that the Education and Training committee is investigating this important area, and welcome the opportunity to provide input based on our experiences as a new and evolving school with exceptional students and staff, and a strong commitment to the delivery of broad, creative and highly successful educational experiences (music in particular). I would like to warmly invite the parliamentary committee to visit and speak to our staff, students and parents for a more personalised insight into how our school community is creating a fledgling music program.

Roger Page

Principal

February 2013

Please see hard copy

Photograph 1 Instrumental Music Program, - strings program Year 12 student with teacher

Please see hard copy

Photograph 2 Instrumental Music Program, Year 12 student

“Music broadens options. It exposes students to skills and activities of great cultural, personal and educational worth. Students should have the opportunity to study music at school because it is enjoyable and creative. A great music program offers experience; that is, a chance to listen, play, experiment, builds expertise and creativity. Our program at Nossal High School definitely challenges students, bonds the group, builds collegial support. Music builds school ethos and student confidence and allows many to shine.”

Mr. Roger Page, Principal of Nossal High School

“Music has been repeatedly demonstrated to have huge benefits for brain development. Additionally, it engages students and teachers’ creativity within a structured framework and enables teamwork and pride in performing well.”

Classroom teacher, Nossal High School

“Music expresses me in a unique way that can’t be substituted with anything else.”

Year 12 student, Nossal High School

“My daughter has learnt that she is able to enjoy music, has benefited from higher order thinking and the rich history related to music. She also plays music for nursing homes and church; without learning music, the sense of contribution would not be there.”

Parent, Nossal High School

2. Introduction

The appreciation of music has transcended all cultures and socioeconomic groupings throughout history. This submission highlights that music learning is a critical part of every individual's education from infancy through to adulthood. Indeed, Gardner (1983) states that 'of all the gifts with which individuals may be endowed, none emerges earlier than musical talent' p.105. An individual's innate quality can be systematically developed into talent when the environment is supportive. The catalysts which determine this support include: the developmental process of informal and formal learning (teachers, mentors, parents, peers); intrapersonal natural abilities (volition, motivation, self-management, personality) and chance (life happenstance). Schools play a major role in this intervention for talent development.

The purpose of this submission is to highlight that our community values music education. For our students, music education is a natural progression from their core studies. Music education supports their cognitive, emotional and social development and needs to be accessible by all students. The following quote by Stravinsky indicates the thinking required:

'[Musical form] is at any rate far closer to mathematics than to literature...certainly to something like mathematical thinking and mathematical relationships...Musical form is mathematical because it is ideal, and form is always ideal' Stravinsky, [112] p.99

3. Context of Nossal High School – Victoria's first co-educational Select Entry High School

Nossal High School is a part of the Select Entry Network of schools which comprises Melbourne High School, the Mac.Robertson Girls' High School and Suzanne Cory High School. Nossal High School is located in a significant growth area on the south eastern edge of Melbourne within the city of Casey's Education Hub on the Monash University Campus site at Berwick.

Nossal High School is located on the western side of the Monash University site on Clyde Road at Berwick. The buildings have been purpose designed to provide a flexible and stimulating adult learning environment with access to state of the art facilities and an ICT rich platform allowing for collaboration, independence and extension. The school is uniquely sited on the grounds of Monash University and adjacent to Chisholm TAFE allowing for sharing of facilities, joint programs and partnership arrangements. The school will become an integral part of the Berwick Educational Precinct and will benefit from the continued growth of the tertiary campuses, the TEC, business and research facilities planned for the site. Community partnerships with the City of Casey offers potential enhanced access to sports and

performing arts facilities in the future. Berwick railway station is a short walk from the school and public bus services traverse Clyde Road.

The school has a co-educational enrolment of 824 students in years 9 to 12. Enrolment in this school is through a standard selection processes applicable for all four selective entry schools – this involves an examination process. The selection process is overseen by VCAA (Victorian Curriculum and Assessment Authority) Testing and takes place in June of the preceding year, Applications for enrolment at the school are open from March to May to all students in (the equivalent of) year 8 in both government and non-government schools. A maximum of 5% of the year 8 cohort in any school can be allocated places in year 9 at selective entry schools. Merit selection of 85% of the students will be on the basis of the centralised and independently administered entrance examination. Secondary selection criteria will see the other 15% of eligible students allocated places – 10% through demonstrable “equity” criteria and 5% at the discretion of the school. A preference system will be in place for students applying for more than one of the select entry schools.

The vision for Nossal High School is that as one of four fully selective government high schools in Victoria it will provide a comprehensive and quality curriculum which includes a strong music provisioning to students in Years 9 to 12. Nossal High School:

- (a) caters for highly able students who are aspiring to academic and tertiary pathways;
- (b) engages students through innovation in a relevant and integrated curriculum and quality learning approaches;
- (c) develops high quality effective teaching strategies to be shared amongst teachers throughout the state; and
- (d) hosts a purpose built regional professional development centre that runs independently within the school.



Photograph 3 Nossal Choral

The variety of Music Education offered at Nossal includes the following:

The Classroom program:

- Year 9 music elective (includes performance, music styles, music technology, composition and music in the media)
- Year 9 Band class elective (includes learning an instrument, regular band rehearsals, music theory and performance)
- Year 9 Choral core subject (includes learning vocal techniques, a variety of repertoire, performance skills)
- Year 10 music elective (includes performance, music styles, music technology, composition and music in the media)
- VCE Music performance Units 1-4 (which had doubled in numbers this year (2013) to 20 students)

The Instrumental program:

Private tuition on a range of instruments including strings, woodwind, brass, percussion, voice, guitar and piano

The Ensemble program:

Co-curricular ensembles rehearse outside of class time and are offered to all students at Nossal. Ensembles perform regularly at school and community events. Our current ensembles include:

- Jazz Band
- String Ensemble
- String Quartet
- Percussion Ensemble
- Flute Ensemble
- Open Choir

- Pitch! Vocal Group
- Guitar Ensemble

The House Music Program:

Nossal runs an annual House Music Competition, involving every student in the school. Students are required to choose and perform pieces without help from staff, which encourages leadership and teamwork within each house and across the year levels.

Please see hard copy

Photograph 3 House Music Competitions – House Choral -Pegasus

The Music Faculty at Nossal High School:

- The Music Staff at Nossal is made up of 1 full-time Music Coordinator on a salary position, 2 part time instrumental teachers on salary position (.6 in total), plus 4 sessional instrumental teacher.
- 1 classroom teacher
- 1 string teacher
- 1 voice/guitar/bass teacher
- 1 percussion teacher
- 1 woodwind teacher
- 1 brass teacher
- 1 piano teacher

Some of the factors that influence the quality of Music Education at Nossal:

- Positive: We were able to hand pick our instrumental staff, therefore we have very high quality staff members who are willing to put in the extra work that is required to establish an outstanding music program at a new school.
- Budget: limitations. The majority of the regional music funding has been put into music staffing, which means that there is little funding available to purchase all of the necessary instruments/equipment to fit out a brand new music department.
- Being a new school, we were only offered a small amount of funding from the region to begin with. This is not enough to establish a flourishing instrumental music program; therefore we have had to set up a ‘private’ music tuition program. This means that lessons are not accessible to all students equally because of financial issues.

The Physical Musical facilities at Nossal include:

- A lovely, brand new music building.
- This includes a music classroom,
- large ensemble rehearsal room,
- five teaching rooms equipped with mirrors, whiteboards and pianos
- Auditorium
- Music Office
- 2 double basses (philanthropic gesture of community)
- 1 grand piano (philanthropic gesture of community)
- classroom set of keyboards
- classroom set of Macintosh desktop computers for music technology classes
- music stands

4. Student, Parent, Staff Voice at Nossal High School

As part of the preparation for this submission, we collected the voice of students, staff and parents in February 2013 (See Appendix A, B & C).

Students were asked (Appendix A):

- *Why do you choose to study Music?*
- *What does a great Music program offer?*
- *What have you learnt from studying Music (other than Music knowledge)?*

The following statement is an example of student voice:

“Music cannot be boxed down. Music offers creativity in this structural society. Music develops creativity.”

Parents were asked (Appendix B):

- *Why do want your son or daughter to study Music?*
- *What does a great Music program offer?*
- *What has your daughter or son learnt from studying Music (other than Music knowledge)?*

The following statement is an example of parent voice:

“A great music program offers student the good foundation in music theory, the experience to play different instruments and the awareness of the community.”

Staff were asked (Appendix C):

- *Why should students have the opportunity to study Music at school?*

- *What does a great Music program offer?*
- *Are there merits to the Year 9 Choral Program including Annual House Choral Evening at Nossal?*

The following statement is an example of staff voice:

“Music is part of a holistic education and should be seen as important and basic as literacy and numeracy skills. Through learning music, students access modes of thinking and learning that enhance all other areas of learning. E.g. accurate listening skills enhance literacy & languages, accurate rhythmic skills enhance mathematical and scientific thinking.”

Conclusion

Nossal High School is a community of practice, a learning organization that has high expectations about quality teaching and the distinctive needs of gifted students in the provisioning of music. Our school seeks to provide valuable extra-curricular programs to develop the whole person. We believe that music education is an essential part of this.

Roger Page

Principal

Toni E. Meath

Assistant Principal

References:

Gardner, H. (1983) *Frames of Mind*, Basic Books, New York

Stravinsky’s contention that music and mathematics are not alike comes from his *Poetics of Music* [123], p.99

Appendix A Nossal High School Student Voice

Why do you choose to study Music?

- To learn how to play piano for my relatives
- Certain artists such as John Mayer and B.B King or Jimi Hendricks inspired me to play guitar
- Interesting
- Soothing and enjoyable
- Learn to express my creativity when I reach that level
- Music expresses me in a unique way that can't be substituted with anything else
- It is a way to ensure your mind is not always filled with numbers, chemical formulas and worry
- It Is enjoyable and I love jazz and improvising
- It was my passion and I have played/performed for almost 13 years, so I was brought up in a musical house hold
- Because music is an alternative method of releasing stress and pressure into something beautiful
- So that I could gain confidence in the instruments I play (singing) and performing more in public.

What does a great Music program offer?

- Most of all FUN
- A variety of theory and playing also mixed with different techniques
- Good teachers
- Instruments for hire
- chance for gifted children to showcase their talent
- attention to detail
- Great teachers, cheaper lessons – very difficult to learn music with it being so expensive
- Free lessons, good teachers, good space to learn, opportunities

What have you learnt from studying Music (other than Music Knowledge)?

- Dedication and persistence
- Feeling
- Emotion
- Patience
- Ability to express myself in front of others as well as gaining confidence
- To pay attention to all aspects of the sheet
- The ability to perform on stage with confidence, I can now do speeches with confidence on stage
- The ability to express myself as loud as possible without any worry and getting rid stress
- How to express emotions through music, how to appreciate music
- Every genre requires different play styles, they are all unique and require different emotions

- Music cannot be boxed down; Music offers creativity in this structural society. Music develops creativity
- How to work together in harmony
- It has helped me gain confidence in singing more in public and learning about various genres

Appendix B Nossal High School Parent Voice

Why do you want your son or daughter to study Music?

- To enjoy her time apart from general studying
- Something that interests them
- To help him focus
- Benefits for him
- My children can develop good body coordination skills
- Music interests her
- It develops
- Coordination
- A nice recreational and relaxation activity
- They appear to enjoy it and we introduce them to music when they were small
- Enjoyable to be able to learn music. Also when you're in a band you can learn to listen around you and make new friends
- Both my children have studied music previously and would like to continue learning other instruments
- Part of an enriched education as well as providing him music appreciation
- Music offers my daughter the sense of beauty, the ability to coordinate thinking and appreciation for life. She can in the meantime helping nursing homes, schools and churches in expressing these beauties and lifting other peoples spirit

What does a great Music program offer?

- A chance to learn something away from academic studies
- Enjoyment
- Encourage the students with developing skills
- Variety of musical instruments and builds confidence of students
- Improve and pursue skills
- Support and motivates them to go higher in learning music and opportunities to play along and in a group
- A wide selection of musical instruments, great teachers, bands/music ensembles
- A variety of instruments for students to learn with and choose what would interest him/her
- A great music program offers student the good foundation in music theory, the experience to play different instruments and the awareness of the community

What has your daughter or son learnt from studying Music (other than Music Knowledge)?

- Discipline, enjoyment of other music
- To develop her organisational skills, group work and coordination
- Good learning habit
- Team work
- Learning fun
- Love life
- Good time management
- Personal organisational skills
- Structure, order and discipline

- Expressing themselves
- To be able to learn about music, listen to others and respect the way they play
- Patience
- Coordination
- Confidence
- That it can be enjoyable activity. Learning to be more persistent and having a sense of commitment
- My daughter has learnt that she is able to enjoy music, has benefited from higher order thinking and the rich history related to music. She also plays music for nursing homes and church; without learning music, the sense of contribution would not be there

Appendix C Nossal High School Staff Voice

Why should students have the opportunity to study Music at school?

- Broadens options – exposes them to skills and actions of great cultural, personal and education worth
- It's enjoyable and creative
- Music is part of a holistic education and should be seen as important and basic as literacy and numeracy skills. Through learning music, students access modes of thinking and learning that enhance all other areas of learning. E.g. accurate listening skills enhance literacy & languages, accurate rhythmic skills enhance mathematical and scientific thinking.
- Great alternative to academic study
- Opportunity for creativity
- Great for brain development
- Holistic education
- Diversity of interests
- Hands on – break from other disciplines/subjects as very different
- Improves coordination
- Confidence
- Opportunity to develop skills – Listening, coordination
- Enhances creativity – Ties in with school ethos
- Explore knowledge – music theory, history of music
- Opportunity to express themselves in a free way, self-environment.
- Chance to have fun. Removed from sometimes 'overlooking' academic focus schooled.
- Music is very important in schools. It develops hand eye coordination and motor skills. It is also a source of therapy to some students and stress release from their studies.
- Music is an opportunity for students to express themselves, release tension, be creative and work as a team
- To develop an all-round curriculum and allow students choice
- It's important for students to have a more expanded choice of subjects or co-curricular activities in order to develop in a more rounded sense. Some students are learners who fit into the category which utilises music and rhythm
- Gives students the tools to 'communicate' with others in a uniquely non-verbal way
- Open doors to different experiences and level of appreciation
- Facilitates a specific learning type
- To all them to grow and develop their musical talent further.
- To allow them to study something they are great at
- Enjoyable break from more 'academic' subject
- It uses their 'creative' brain
- All students like some type of music.
- It involves them
- Students should because not all families have the chance outside of school to study music

- Music is important to a student's well-being. It is a language of its own
- Appreciation of music is appreciation of culture and society
- Music is life
- Music has been repeatedly demonstrated to have huge benefits for brain development. Additionally, it engages students, teachers creativity within a structured framework and enables teamwork and pride in performing well
- It's important for students to participate in extra-curricular – Music program fosters this as well as skills such as team work and confidence
- It is an important area of learning that gives students a broad education. Having the option to study music at least is very important
- Part of inculcating a broader appreciation of cultural output (expression of 'what it means to be human')
- Helps to avoid 'poverty of aspiration' in students already focused on 'the score'
- All students have areas where they are able to excel, some have theirs in music and should have the opportunity to follow that
- Promotes creativity
- Music helps develop the mind (greater connections leads to better learning over range of areas)
- Provides a way for students to bond and find friends with similar interests and enables students to develop their discipline
- It's fun and enjoyable
- Allows students to work independently and collaboratively
- Taps on to other skills/interests
- In order to better meet the diverse needs of the student
- Music is a vigorous and academic domain
- Extends the students' abilities and help them gain focus in their academics
- To maximise their extra-curricular program
- We don't only want to focus on academic
- Learn to appreciate the arts
- Encourage creativity
- Develops new skills
- Essential for wellbeing on a personal and school level
- For overall development of the mind
- Need to use both sides of the brain
- Bring some culture/art into their lives
- Stress relief
- Exercise day skills
- Easier to fit into the day
- A world without music would be empty
- May provide alternative to academic life/performance/celebration of skills
- Music is essential for the wider development of students. It is part of ensuring that we are supporting the development of creative and innovative adults that can become productive members of society
- May not have the opportunity outside school
- Expression in the arts as an alternative outlet
- Flexible brain

- Relaxation
- self-expression
- contributes to a broad education
- develops musical intelligence
- assists learning in other areas
- Music is an integral part of our social structure. Learning music at school enables students to better participate in community throughout their lives
- Critical and essential part of life
- Music is something that can take students outside of school, outside their comfort zone (or into it!), make new connections
- Provides theoretical substance to an art form enjoyed by most every day
- They work so hard it is an educational relaxing subject
- Artistically inclined students have the opportunity to develop and display talents outside 'academic subjects'

What does a great Music program offer?

- Experience – Chance to learn, play, experiment
- Chance to build expertise
- To work cooperatively
- To build creativity
- Opportunity to hear music creates music, participate in group music and perform music.
- Show case strong talents
- Choice
- Cater for different levels
- Hands on
- Instrument playing
- Signing, Choir work
- Participate in AMEB exams
- Enjoyment
- Relaxation
- Chance to be creative
- Enjoy/have fun whilst learning
- Team work, fun, excitement, challenges, creativity, new initiatives
- Opportunity for leadership, creativity, expression, culture, building ethos of a school – something to develop pride in the school community
- Variety
- Greater student development
- Variety, depth – including history, theoretic structure and quality
- Flexibility
- A variety of instruments
- The opportunity to perform and create
- Appreciation of different styles
- Group involvement
- Consistent lessons
- Resources

- One where outstanding talent is identified and natural and also where students of all abilities and interests are catered for
- Engagement
- Student voice
- Differentiation of ability levels
- Authentic performance opportunities
- Professional guides who train the students to exceed their expectations while students run is significant to growing leadership
- Trained professionals to help the students sound better
- Great teachers, options for students to pursue their interests
- Breadth and depth – rigor at the higher level
- Opportunities for all students to follow their passions for instruments, vocal, musical areas
- Versatility in instrument offered
- Camps for orchestras/bands to bond and learn their craft
- Both instrumental and choral
- Exposure to experts
- Many opportunities for performance
- Variety, challenge and professional guidance
- Variety – just like life
- A chance to be creative both personally and professionally
- Opportunities for students to gain/develop their musical abilities
- Range of ensembles, instruments
- Gives all students regardless of skill a chance
- Opportunity to learn and perform
- An opportunity to perform and develop self-confidence and team confidence
- Control of mind
- Innovative programs to those musically inclined or not
- Diversity
- Opportunity for students to study range of options
- Opportunity for performance
- Challenges students to be co-operative, creative, resourceful
- It focuses on students being able to find a means to express what is unique to them
- Range of experiences
- Chance to sing, play instruments, musical appreciation, study history
- Opportunity to explore, develop high level music skills, learn at least one instrument which can be a skill for life both personally and socially
- A whole range of choices
- Productions, instrumental, choral
- Breadth
- Social opportunities
- Opportunity for growth
- Student input
- Variety of instrumental opportunities including and especially voice. Theory development, composition and performance

Are there merits to the Year 9 Choral Program including Annual House Choral Evening at Nossal?

- Definitely – challenges students, bonds the group, builds collegial support and builds on others.
- Builds confidence, allows many to shine
- I have seen the self-motivated team work and co-operation the students put into practicing to a high standard their songs and the enjoyment and teamwork they learn in performing.
- Demonstrate the value of music
- Allows great singers to shine!
- Cohesiveness
- Students seem to enjoy it
- Studies support the unity of students who sing together
- Confidence
- Opportunity to show case students work to parents and community
- Provides goals for students to attain
- Helps to develop confidence
- House spirit
- Something different
- Allows students a different area to excel in, especially if they are not sporty, etc.
- House competition
- Healthy
- Leadership
- Pride
- Sportsmanship
- Development
- Team Building
- Increase brain activity
- Collective music making
- Release from academic
- Choral program at Year 9 Is not enjoyed or providing extension to all students
- Choral night is great for teamwork and house bonding
- This is a fun night which allows students to experience something that they probably would not volunteer to do. Great bonding experience for students.
- Tradition and culture
- Yes but I think that for some reason (possibly lack of student enthusiasm) it has not manifested itself on such nights
- Community spirit
- Knowledge of music
- Builds on the school culture
- Competition is good
- Learning as a team
- Exposing students to different genres of music
- The choral evening offers great benefits, however it would be enhanced with a greater instrumental focus/student voice.

- Choral programs are a very fond memory of my schooling and an important out in building the culture of the school.
- Opportunity for students to work creatively together, often with outstanding results...providing them with alternative things to be proud of!
- Social/co-curricular is very important to break up focus on maths etc. (learning should be fun)
- Builds community spirit and positive school relationships
- There is solid evidence that singing improves academic performance and student relationships
- I think it has as it supports/extends students' abilities
- House choral – yes – gives students music appreciation
- 9 choral – no – however there needs to be compulsory music classes at Year 9
- Yes – but need to make sure they don't detract from academic focus
- Absolutely – It brings together all students in a positive manner which is enthusiastically embraced. Working together is celebrated
- Improve group behaviour
- Improves tolerance
- Find hidden talents, encourages team co-operation and connectedness to school and house group
- Absolutely – last year 1 supervised 2 choral sessions and it was brilliant to see the students interact – a different way to each other and use their skills.
- Be challenged in an entirely different way
- The choral programme works on building cohesiveness, creativity and forming strong bonds between students
- Discipline
- Alternative self-expression
- Competition, team work, pride in performance
- Team work, participation, integration with other subjects
- Sets available part of the school culture
- I have seen students singing at camp, in assembly, various times. This wouldn't happen without choral
- I think the Year 9 choral program is good for students' breadth in learning, building community and giving voice to broader talents.
- Gives students a chance to develop learn a skill they may not otherwise have the opportunity for. Competing in a field other than sport enriches the overall student experience
- Yes students need a healthy competition and they thoroughly enjoy our past programs