In compiling this report, I would like to acknowledge and thank the following people for their valuable contribution, honesty, hospitality, open communication, transparency and genuine optimism towards the continued long term viability of the Wahroonga Public School Band program. Throughout this review program I have had the privilege to attend and observe rehearsals, private lessons, and meet with the following:

- Mr. John Benton – Principal of Wahroonga Public School
- Mr. David Stratton – Band Review Planning Committee representative
- Mrs. Alix Helps – President: WPS Band Committee
- Mrs. Anne Seage – Wahroonga Public School Band Co-ordinator
- Mrs. Susan Stenning – President of the P&C
- Mr. Mark Barnsley – Senior Band Conductor and Lower Brass tutor of the WPS Band Program
- Mr. Stephan Schafer – Saxophone/ Clarinet Tutor
- Ms. Suellen Rudlin – Flute Tutor
- Mr. John Pennings – Trumpet Tutor
- Mr. Tim Ferrier – Conductor/ French Horn Tutor
- Ms. Tessa Gutierrez – Percussion Tutor

In addition to these individual meetings, lessons and open rehearsals, I have also attended a Band Committee meeting on the 11th October 2012, and the first of the Parent Forums on the 29th October 2012. During both occasions I was particularly impressed with the collegial approach and content of discussion.

Although the ‘Review Process’ has created ‘mixed feelings’ of uncertainty by its very nature at various times, particularly for the tutors for whom are the vulnerable employees dependent on the outcome of this review, I have been genuinely inspired by the overwhelming unanimous support of the continuance of the Wahroonga Public School Band Program.

Meetings have been generally positive, comprising of ‘strength spotting exercises’ within the current model/ program, reflection, annotations, ideas and feedback. Throughout these meetings it has been my intention to ‘flag’ or propose various sample ideas for the continued growth and support for the WPS band Programs’ long standing future.

To inspire a neutral discussion standpoint, all meetings opened with two very similar questions:

1. What are the strengths of the WPS Band Program? (As you see it)
2. What do you hope to get from this review?

Interestingly enough, there was considerable consistency in many answers between the P&C, Band Committee representatives, Employees and Mr. John Benton as the Principal of the Wahroonga Public School.
CURRENT STRENGTHS OF THE WPS BAND PROGRAM

- With in-excess of 44% (280+ students) of Year 3-6 students from Wahroonga Public School students within the Band Program, the WPS is one of the largest and most successful Primary Public school band programs within NSW.
- WPS Band Program has a total of 6 Bands, plus Recorder Ensembles.
- The quality and expertise of the Conductors and Music Tutorial Staff is exceptionally impressive, with tutors coming from all over Sydney with a phenomenal and diverse range of professional skills and expertise.
- The WPS Band Program is accessible, inclusive and affordable for families in the current climate.
- Professional tutors/conductors and the Band Co-ordinator clearly understand the needs of the students, the bands and the Wahroonga School community.
- The WPS Bands have an exceptionally long standing and successful performance record in leading Eisteddfods and Festivals across ALL grades and ages.
- The Bands are performing at exceptionally high standards, achieving outstanding results, of which the children are proud.
- The WPS Bands are genuinely well appreciated at School Assemblies with appropriate acknowledgement from Mr John Benton - Principal, Staff, etc.
- Musical standards achieved by the children at WPS more often than not exceed the standard of the student’s ongoing Band experiences going into Secondary School.
- The Annual Band Camp and Tour are generally considered the principle highlights or ‘draw cards’ from the children themselves.
- The consistency of standard and increasing standards of all bands continues to be a strength.
- The role and passion delivered from the Band Co-ordinator, Mrs. Anne Seage is certainly noted as a significant strength of the WPS Band Program. Anne’s long standing knowledge and experience of the WPS Program has been quoted as ‘invaluable’.
- The WPS Band Committee’s ability to provide good quality, well maintained instruments for the children at an affordable price.
- The WPS current ‘Instrument Asset register’ is valued at $386,382.00 as documented in APPENDIX C.
- Traditionally a large portion of the Wahroonga Public School’s Student leadership & executive comprise of past and present students within the WPS Band Program.

Extracts taken from Parent Survey – 222 responses

- 70% of parents believe the WPS Program is well run
- 80% are satisfied with the current communication (+ve responses)
- 66% of parents are happy for lessons to be a mix of ‘in and out’ of class time.

Extracts taken from Employee Survey – 19 responses from 25-26 Staff

- 83% of Staff are satisfied with Pay and Conditions
- 89% of Staff are happy for lessons to be a mix of in and out of class time throughout the day’s timetable
- 89% believe the WPS Band Program is a ‘better’ program than that of ‘like schools’
• 82% are satisfied/pleased with the roles/duties/job of the Band Manager – Mrs. Anne Seage.
• 83% of the Staff believe that the Band Committee should remain a Sub Committee of the P&C Committee.

WHAT DO YOU HOPE TO GET OUT OF THE REVIEW?
• A collegial understanding and appreciation of just how good the WPS Band program is throughout the WPS Staff/Parents/WPS Community & P&C Committee.
• A greater appreciation and understanding of the Band Program.
• Increased transparency throughout all aspects of written and oral communication, reports, transactions, financial allocations and long term planning/vision
• Suggestions/improvements for the WPS move into the future.
• An inclusion of the Band Program within the school community.
• A universal answer that the WPS Band program continues into the future.

ISSUES ARISING (Issues taken from ALL meetings)
• Fundraising – Issues pertaining to the number of fundraising endeavours that occur.
• Perception of fundraising saturation, hitting up the same people all the time.
• Proposed Fundraising initiatives are getting harder to initiate.
• The Band room extension! The need for valuable independent feedback is genuinely requested and offered within this document.
• A need for improved relations between the P&C and Band Committee
• Issues with the transparency of written documentation and oral communication available, and/or tabled at all meetings.
• High ‘change-over’ of P&C Executive & Band Committee Executive positions has highlighted inconsistencies associated with expectations/commitments and contractual arrangements with unresolved issues. This is a big issue.
• Band Co-ordinator contractual arrangement requiring immediate resolution.
• There is a perceived lack of collegial understanding and appreciation of just how good the WPS Band program is throughout the WPS Staff/Parents/WPS Community & P&C Committee.
• Issues associated with financial support between the P&C and Band Committee, inclusive of annual contributions etc....
• The need for the WPS Administration, P&C and Band Committee to use the same IT Platform and have access to the same software programs, in particular - financial accounting programs, so as to minimise the duplication of financial accounting for which is being managed by volunteers!
• Perception of inequity of funding between Sport vs. Music – Perception highlighted/exaggerated by changing expectations of the changing P&C executive committee.

Extracts taken from Staff Survey – 21 responses from Staff
• 76% of Staff believe that students should attend band tutorials ONLY out of class time within the current structure.
RECOMMENDATIONS

Music Tutors/ School Lesson Structure

1. LESSONS ON a 5 DAY per week ROTATIONAL TIMETABLE:

A radical but worthwhile proposal....

Please read on......

The size of the Wahroonga Public School program (220+ students) together with the teaching studio spaces has simply exceeded the realms of possibility and suitability in the current situation. Through the exceptional accommodation of the current full time Teaching Staff, Specialist Visiting Music Tutors, parents and the students themselves, it appears to me that the program has completely stretched the capacity of the system in the current format.

The two biggest issues I see here involve the intense impact of students out of class within the available restricted times, and the resources of teaching spaces given these restrictions.

A significant issue with the current format is determined and impacted by the limitations available for lesson times and limited venues (teaching spaces). The impact of these issues could be minimized and/or avoided if Private Musical Tuition could occur throughout Monday to Friday on ROTATIONAL Timetables for each tutor.

One of the underlying ‘big’ issues associated with the current format, is the negative impact associated when the student’s long term ‘private music tutor’ is no longer able to teach their student due to the restrictions of available tuition times altering when they transfer from Stage 2 to Stage 3.

In these cases, it has been my findings that the child often must change their music lesson day when they transfer from Stage 2 to Stage 3, as Enrichment times alter during these years. To quote the Principal Mr. John Benton ‘The flow of the school is determined by the Enrichment Timetable’.

This creates a much larger issue for both the student and the private Music tutor at this time, as more often than not the tutor then has to ‘try’ and re-schedule every other aspect of their employment (often other school’s/ places of employment) to accommodate and preserve the relationship with their private student, in order to maintain that child’s musical educational journey.

More often than not this has a negative impact on the long term viability for a child to progress through a well graduated (3-4 year) lesson program.

Currently there are 20+ professional Music Tutors utilizing approximately 4-5 teaching spaces, some not particularly flattering during times of over-crowding, within certain periods of certain days. As a result, by the very nature of the resources of allocated time, participating students are often regularly departing from their class time at the same or nearly the same time each week, missing similar aspects/ subject content of work. This situation is magnified by the fact that the Music Tutors can only teach on certain days at certain times, with some class teachers being adversely affected by a high percentage of disruption during these somewhat busy times as highlighted in the Teacher Survey results.
A suggested **SOLUTION** with endorsement by leading educationalists from around the world.....

(Extracts taken from ‘Journal of Research in Music Education’ – **APPENDIX E**)

Allow/ trial Private Music Lessons to occur throughout Monday-Friday on a **rotational timetable**, with a minimum rotation of 1 hour every second week, with ‘reduced’ impacted restrictions on the timetabling of lessons.

**What this will provide/allow is as follows:**

- Far greater flexibility for the 20+ Music Tutors to teach the students at Wahroonga Public School for the duration of their tuition, participation within the program.
- Avoidance of current overcrowding in the Private teaching spaces.
- The additional flexible teaching timetable will negate issues associated in finding/ building additional break-out spaces for private lessons. 4-5 spaces will be ample with greater flexibility of time.
- Class teacher disruptions will not be involve the current high intense ratio that currently occurs at peak times.
- **Students will NOT** miss the same part of every week’s lesson.

Whilst Private Music Tutors may ‘cringe’ at the thought of the creation of rotational timetables initially, as there will be an additional expectation placed on their time in the arrangement of their timetable, **it is with my strongest recommendation that this system be seriously considered, endorsed and trialed at Wahroonga Public School.**

As the previous Musical Director/ Co-coordinator & Brass Teacher of the West Pennant Hills Public School Band Program (Mid 2006-2007), the above fore-mentioned program was endorsed by the Principal/ School Executive, Full Time & Visiting Staff with resounding success.

Well-researched facts from many Educational studies state that students in Primary Schools that participate in exemplary Music Programs perform better/stronger in Mathematics & English assessments than their peers that do not. Please refer to **APPENDIX E**.

It is also exceptionally well documented that students that are presented with opportunities participate in band programs have been linked over time to positive academic outcomes, higher levels of creative thinking, increased self-confidence and excellence in team orientated tasks.

I highlight these facts, in support of a rotational timetable trial, as this new model will require students to miss 30mins of varied subject content each week. As experienced throughout my time at West Pennant Hills Public School and now currently at Knox Grammar School (K-12) this rotational model is the current model endorsed by each of these two schools, for which are working effectively for students, staff and parents.

**2. FUNDRAISING INITIATIVES – A Global Approach**

As raised/ discussed in various meetings for which I have attended, there appears to be a greater appreciation, awareness and understanding attached to this ‘school wide’ issue of fundraising.
A united (global) approach to a large scale fundraising event, inclusive of P&C and Band Committee, that is fully supported by the Wahroonga Public School may offer resolution, or a way forward through many unresolved issues. This way profits may be earned collectively and appropriately distributed through a negotiated collegial platform.

A few ideas may include:

- A Trivia Night inclusive of one/ two or more of the bands participation through a round of questions being music trivia related, with the band providing the live music for the questions. Including donations, silent auction etc.....
- A WPS Gala Fair concluding in a ‘Symphony Under the Stars’ type event with rides, showbags, stalls, games and amusements throughout the afternoon-evening.
- Sponsorship investigation
- The creation of a large scale event that may attract positive media coverage. Perhaps ‘Sunrise Weather’ or various promotions through the ABC Radio etc....

3. **Private Lesson TUTOR REPORTS:**

   **Improved communication between tutors and parents.**

   The implementation of a mid-year and final yearly report for each student receiving private, shared or small group tutorial lessons (in addition to the FULL Band rehearsals) would provide the parents of participating ‘band program’ students, with two professional documents each year. This would formalise the involvement, participation, and progress of their son/daughter within the Wahroonga P. S. Band Program. Attached are two templates that provide opportunity to document substantial feedback to the students and parents which is certainly not ‘labour’ intensive. *(APPENDIX A & B)*

   As indicated from Parent surveys’ this written and report feedback would be sincerely welcomed, as this would provide parents with acknowledgement of their child’s musical pursuits within the Wahroonga Public School.

   If these single report sheets were to be included within the child’s formal school report documentation it would certainly endorse the co-curricular band program for which has been offered here at Wahroonga Public School.

   I suggest that these are written by each Private Music Tutor and co-signed by the child’s Band Conductor. The signature from the child’s Band Conductor offers additional recognition and support of the students’ individual and collective efforts within the program.

   **Two report samples are attached as APPENDIX A & B.**
4. Private Lesson RECORD BOOK implementation.

Also raised through the Parent Feedback surveys, it is the belief of some parents that very little is seen by the parents for the fee that they quite happily pay for their child’s lessons. Some tutors expect their students to have a notebook, whilst others appear to have very little (if any written feedback/correspondence) with their student’s parents.

A generic Music Record book (sample provided in hard copy) would alleviate these concerns. Provided with manuscript, daily practice planners, and ample room for notes, the following week’s lesson time could be written, a place for a parent signature may also provide assistance with the active inclusion of their child’s private musical tuition.

Once again, a Wahroonga Public School front cover would highlight the professional image of the program, showing endorsement and support from the school.

I suggest that each child would be issued one record book annually for a price between $6-10, dependent on printing costs.

5. Wahroonga P. S. MUSIC AWARD SYSTEM:

Stimulated by the discussion from the Survey results Forum discussion, I would like to propose an internal, universal award system for which ALL participating students within the WPS Band Program are eligible.

Whilst this is not designed to take away from the AMEB System for which may tutors endorse, a universal BRONZE, SILVER, GOLD & MUSICAL EXCELLENCE Award System provides all students with a quality attainment system for which may be personalized by the current Music Tutor/ Conducting Staff in consultation/collaboration with the Band Co-ordinator.

This system was exceptionally well received at the West Pennant Hill Public School, with award recognition occurring twice per year at feature assemblies.

Criteria suggestions attached as APPENDIX C.

6. TEACHER LIASION: Essential to re-develop this link.

An active Teacher Liaison is vital to the success of a co-curricular Band program. Responsibilities may include some or many of the following:

- **Formal introduction of all Music Tutors to the Staff at Wahroonga – ANNUALLY. (VERY IMPORTANT!!!)**
  This would be invaluable in terms of increasing Private Music Tutor Staff morale (post review) but also an excellent example of duty of care for staff and students. As the majority of the professional music tutors work in a number of schools/environments a simple annual introduction provides an invaluable welcome for these professional educators.
• **CALENDAR ISSUES & Effective/ Efficient COMMUNICATION:**
  An active Teacher Liaison would offer invaluable assistance to the Band Co-ordinator/ Band Committee, Conductors and Tutorial Staff in the facilitation, incorporation and appreciation of the Wahroonga Public School daily, weekly and monthly calendar requirements. Succinct regular contact with the Band Co-ordinator would achieve this valuable link.

• **STAFF LIASION INVITATION:**
  Invitation to participate, support and/or attend excursions/ camps (part that there-of), Competitions, Festivals, performances. Obviously, it may be impractical to attend every single event; however a moderated approach to attend important events would provide essential support and cohesion throughout the school staff/ parents/ students and the wider community.

  Formal acknowledgement from Mr John Benton (Principal) of the Teacher Liaison staff member/(s) would further promote this opportunity, interest and viability for the Staff at Wahroonga Public School.

**How else can the Wahroonga Public School assist the WPS Band Program?**

7. **Support the INCLUSION of a WPS Band page on the Wahroonga Public School website.**

On this page I would suggest the following: (As a start....)

- Current Band Handbook – For new and existing Band members/ families and Staff
- A Full list of the Visiting Music Tutors with selected contact details – suggest email only.
- All Band Forms – Current and enrolment forms
- Details of all upcoming excursions/ incursions
- A detailed Rehearsal Timetable
- ANNUAL Calendar dates
- BIOS of Music Tutors and Conductors
- Photos of Band performances (If permitted- Signed declaration forms required for all Band program families on entry into the WPS Band program or the duration of their child’s participation within the Band Program.
- Minutes of all Band Committee meetings, providing increased transparency for all, as requested through Parent Surveys
- History of the WPS Band
- A List of ALL Fees associated with the WPS Band.

8. **BANDROOM EXTENSION**

It appears to me that with the consolidated funds that have been raised so far, together with various quotes, suggestions/ investigation etc.... that the proposal to extend the existing Band Room would
be a valuable use of funds, (under $100,000) Other proposals to have a demountable building function as a Music Centre with two rooms for a similar costs ($117,000) does not appear to provide a suitable outcome. If the Music Tutorial lessons may occur without the restrictions of time then the primary upgrade should be to that of the main Band Rehearsal Room, as ALL members will benefit from this upgrade. And yes, an improvement of 1.5-2.00 metres width would be significant.

With my strongest recommendation, I propose that this should be a principle action that should be seriously considered as a result of this review. Additional demountable buildings for a similar cost will not be as attractive as a bandroom extension.

**If rotational private music lesson times are instigated, all other proposals for additional buildings/structures should be rendered insignificant.**

**9. IMPROVED RELATIONS BETWEEN P&C and BAND COMMITTEE**

Given that the Band Committee functions as a Sub-committee of the P&C, it would be advisable for these two highly successful and prominent committee’s to resolve a few long standing issues in order to move forward. Please note, it is my perception that the high turnover of staff within these two committee’s has led to varying interpretations of previously agreed topics, management and expectations.

Given that the WPS Band program has 280+ children enrolled in this enormous co-curricular program, I would imagine that the Band Committee would be by far, the largest sub-committee within the P&C. With increased positive relationship between the committee’s, the P&C as the **governing committee** could endorse/ inspire greater autonomy of **mutually agreed ventures** for the Wahroonga Public School.

Whilst there is a perception that there are many P&C parents that are not directly involved in this particular interest, a conflict in priority management exists. I would hasten to say that this could be successfully resolved with the creation of a worthwhile united common goal.

As indicated by the Parent community and WPS Band Program Tutors, there is certainly a very strong following to continue this current structure/relationship (Band Committee to be a sub-committee of the wider P&C committee) and it is important to acknowledge, appreciate and understand that the Band Program does have specific needs in order to provide their ‘core’ business.

Currently existing unresolved issues revolve around financial discrepancies, percieved mismanagement of funds and allocations. Given that the Band Committee would be the largest of all the sub-committees, I propose that with an optimistic approach the P&C could adopt/ activate a more inclusive approach in offering additional autonomy to the Band Committee whilst sourcing additional IT support and software compatibility for use and transparency between the two committees.

**Following this detailed review process I would also suggest that both the P&C and Band Committee independently draft their ideal expectations for a united cohesive team for perusal, reflection and proposed adoption.**
Finally as touched on briefly earlier in POINT 9, given that there has been a high turn-over of staff within the two committee’s (P&C and Band Committee) presentations by representatives of these TWO committee’s ‘ideal situations’ would create an opportunity in which to re-build positive relationships. Working on a united Fundraising incentive to improve the band facility instantly focusses the attention back onto the children in providing them with the best possible facilities in which to learn. Given that there is a significantly high number of families that move into the local area so that their child may be able to attend the Wahroonga Public School because of the strength and success of the Band program, provides the two committee’s with a very worthwhile incentive from which to work towards.

10. IMPROVED COMMUNICATION/ CORRESPONDANCE:
   IT/ Computers: United Platform – Consistent Software Programs – MYOB

Looking backward in the past, justifying compromise is not the way to resolve issues. It is my impression that the review process has already highlighted a genuine unified interest to move forward. Tabling all documentation for meetings with transparency, with unified software will certainly set a framework for improved communication.

11. BAND MANAGER CONTRACTUAL ARRANGEMENT:
   Contractual arrangement requiring immediate resolution.

Given the immeasurable breadth of experience for which Mrs. Anne Seage brings to the WPS Band Program, I am astounded by the commitment for which Anne invests into the Wahroonga P.S. Band Program. Given Anne’s’ long term expertise within this role, I strongly advise that unresolved issues pertaining to her contract are reviewed at the earliest convenience.

Coming back to consistency of the software and the IT platforms for which are in operation, I can clearly see that there are considerable consolidations that could occur within the time allocation for which Anne genuinely contributes to the Wahroonga P.S Band program.

While Mrs. Anne Seage is employed in this capacity as Band Co-ordinator I say without reservation that the financial wage offered for this role is exceptionally conservative for time invested and experience offered.

In future years, and changing personnel, this role is most likely to attract much larger overhead costs.

Once again the provision of unified software throughout WPS P&C/ Band Committee and the Wahroonga Public School would improve efficiency, and reduce the current work hours that are currently sustained.
A COMPARISON MODEL for your CONSIDERATION.

To conclude this comprehensive report, I would like to offer this comparison model for your consideration and perusal. It is however with my strongest recommendation that this together with other like models, are strictly viewed as alternative models, as these ‘like’ models do indeed sacrifice some important elements of the existing Band Program model at Wahroonga Public School as it currently stands.

It is also worth noting that individual tuition costs that are currently in place for Private Music lessons remain ($30-40 per half hour), irrespective of when or where a student’s lesson takes place. It is important to note that lessons attended independently of a school environment do add significant impact on the students’ time and that of their family, when consideration is given to travel expectations, etc…..

Educational consistency and quality control issues arise in the accurate interpretation of musical tuition requirements between the Band Conductor, student and teacher, in ascertaining the clarity and transference of instructional advice from the Band Conductor to the Private Teacher.

Independently run lessons, thorough as these may be, do miss some important links compared to those lessons co-ordinated by a structured holistic Music Department.

In order to receive the most efficient, accurate advice and feedback so that a student may be able to learn the ‘right material’ at the most appropriate time, direct communication between the conductor and teacher directly.

Presently, the Wahroonga Public School Band Program is ‘thriving musically’ as a result of efficient and accurate communication, as the tutors are in direct and constant contact with the various Conductors, Band Co-ordinator, Private students and Parents. This allows the students to progress effectively with positive momentum, through required ensemble and solo material relevant to the new and current repertoire. This model is endorsed and actively encouraged by all teaching staff at Wahroonga Public School, in being a fundamental ingredient of the exceptional performance standard previously highlighted within the 6 bands at Wahroonga Public School.

It is also important to note that this cohesive team approach is directly related to the attraction and retention of such high numbers within the Wahroonga Band Program. Similar to the Artarmon Public School Band Program, these numbers are exceptionally strong.

Below is a brief outline of how the Band Program looks at two ‘like’ Primary schools in Sydney’s North West region.

The CRESTWOOD PRIMARY SCHOOL model (Baulkham Hills), for which I was the Lower Brass Tutor for 8 years, and the MATTHEW PEARCE PUBLIC SCHOOL (Kings Langley), are two very well supported programs. These programs receive strong support from the school and parent body having achieved high level outcomes as two of the top 10 Band Programs in Sydney. Both Band Programs are run by Band Committees, consisting of voluntary parent participation, functioning as Sub-committees of the P&C, with active support and endorsement from the School.
These programs contain 3 Concert Bands within the Program, and a Jazz Band, which is offered to Senior Members, often in years 5-6.

CRESTWOOD & MATTHEW PEARCE PUBLIC SCHOOL MODELS:

- Instrument ‘Try out nights’, music selection tests & information evenings for Year 2 Students and Parents considering participation in the Band Programme – NOVEMBER of the year prior.

- WEEK 2-3 of Term 1 (Evening): Instrument issue & FIRST TUTORIAL Session. This evening (first lesson) is an extended lesson, often 80-90mins in duration, conducted by the tutorial Group tutors. Initial (First Year) tuition is conducted in ‘like’ instrument groups, as this establishes confidence, enjoyment, ensemble skills and keeps the costs at the lowest possible level in order to begin.

- These tutorial sessions (consisting of small groups 3-7 students) continue for the entire first year, on one afternoon per week. These lessons occur after school with as many tutors as possible teaching concurrently on the school grounds. Being an afterschool activity, classrooms are converted into small group teaching spaces, with class furniture being returned to the standard class environment at the close of each lesson. Within a band of 50 students the make-up of the Beginner Band tutorial staff would comprise of:
  - FLUTE (6-8 students) – 1 Tutor
  - CLARINET (6-8 students) – 1 Tutor
  - SAXOPHONE (6-8 students) – 1 Tutor
  - TRUMPET (6 students) – 1 Tutor
  - FRENCH HORN (2-3 students) – 1 Tutor
  - TROMBONE (5-6 Students) – 1 Tutor
  - LOWER BRASS – Euphonium/ Tuba and possibly Bass Guitar/ Double Bass (6-8 students) – 1 Tutor
  - PERCUSSION 6-8 students) – 1 Tutor

- The Beginner Band Tutorial lesson occurs weekly and is 60mins. The Private tutor is paid for by the Treasurer of the Band Committee at an hourly rate of $75.

- Private lessons for students within the upper two bands are pre-arranged by private contractual arrangements between a Private Music Teacher and the child’s parents. These must be arranged privately between the child’s parents and the Private Music Tutor.

- A list of Local Tutors within the immediate area is issued to each graduating Beginner Band student at the close of their first years’ tuition and updated lists are issued to ALL students participating in the band programme at the commencement of each year. It is an expectation that ALL students within the Band program are required to contact a tutor of their choice for weekly private lessons. Each instrumental list of tutors is reviewed annually in consultation with the Conductor of the program, in consultation with the Band Coordinator, and Band Committee.
• Band Rehearsals: Junior Band receives ONE 60 min rehearsal per week, whilst the Intermediate Band (Middle Band) and Concert Band (Senior Band) receive two single hours of ensemble rehearsal per week incorporating a mixture of in and out of class time.

Whilst the Crestwood Public School and Kings Langley Public School models certainly demonstrate viable, strong, active Band programs within Sydney, the biggest differences are in the size of the programs offered, percentage of students involved within the eligible intake (Yrs 3-6), and the retention rate for continuation throughout the Band Program.

It is this last issue that which is jeopardised most of all in the outsourcing of Private lessons. Outsourcing the Private Musical Tuition away from the convenience of the school does take its toll on the longer term continuation, particularly when students reach Year 6. At this point the effort and commitment from parents required to transport and attend lessons in the later years of Primary School does impact the momentum and enthusiasm of the tuition process.

This affects the growth of the band program at the very top end, as the discontinuation of the most senior players does significantly restrict the calibre and potential of the ‘premiere’ band.

Finally, it is only the premiere Band Programs in NSW that are able to cater for and provide this final elite level of Band/Ensemble experience in NSW Public Schools, in which can only realistically be achieved when student potential works together with the best possible resources and effective management. The Wahroonga Public School is certainly such a program.

In closing, it has been my principle aim to assess, propose and clearly document sincere and realistic strategies in which the Wahroonga Public School Band program may move forward for the continued longer term.

It has been a pleasure to offer this comprehensive review, in which I offer my sincere thanks, respect and professional advice.

Thank you kindly for this opportunity to assist with your independent comprehensive review of the Wahroonga Public School Band program.

Kind Regards,

James Brice. (B.Ed Music, L Mus A, A Mus A)

Director of Instrumental Performance – Knox Grammar School

Musical Director: Castle Hill RSL Youth Wind Orchestra (YWO), North West Wind Ensemble (NWWE) and Friday Night ‘Live’ Big Band.