

# Nepean Creative and Performing Arts High School

## Annual Report



2016



*Creative and  
Performing Arts*

8383

## Introduction

The Annual Report for 2016 is provided to the community of Nepean Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Maxwell Foord

Principal

## School contact details

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## Message from the Principal

At Nepean Creative and Performing Arts High School we believe that each child brings unique talents and interests that must be engaged and nurtured for success. All years have a selective stream for the Creative and Performing Arts auditioned students, as well as a host of options for local area students.

With an innovative curriculum, specialised teachers and enhanced company and ensemble electives, students have every opportunity to excel in academic subjects, the Arts, sport, leadership and extra-curricular areas. The special education unit caters for students with mild and moderate intellectual disability and hearing impairment.

Situated on a picturesque 12 hectares, with a working farm, Nepean Creative and Performing Arts High School enjoys modern facilities, including a state of the art Performing Arts Centre and excellent studios for dance and drama.

2016 has been a year of growth for Nepean Creative and Performing Arts High School consolidating the new curriculum structure and enhanced electives. This structure ensures that all students in our diverse community are given maximum opportunities to engage, enjoy and excel at school. The success of this is obvious in our improved attendance statistics and the improved enrolments and quality of performance.

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.

*Maxwell Foord*

*Principal*

## Message from the school community

### School Report 2016

The Parents & Citizens (P&C) at Nepean Creative and Performing Arts High School supports and strengthens the students, school and community through awareness, involvement and fundraising. We have reflected that 2016 proved a rewarding year for the students and school community.



The P&C has met monthly, with around eight to twelve parents in attendance, along with the Principal and two Deputy Principals. We received informative updates from these members of the Executive and staff on such matters as BOSTES registration, improvements to the school library as a learning environment, management of the school canteen shifting to the school and implementation of the new student records tool SENTRAL. In this way we were able to contribute to the process as enthusiastic supporters of the school, as well as direct or indirect recipients of the improvements being contemplated.

We have noted again this year the growing number of students in the school. This has provided great opportunities in the range of subjects available, the calibre of the learning students receive, and the extra-curricula opportunities enjoyed by both auditioned and local students. At the same time, we are aware of the challenges this presents to provide the necessary class room and ancillary resources. We have been encouraged by the manner in which the Executive has been able to pursue meeting these challenges with the Department of Education, and continue to support such initiatives.

As a parent voluntary body we have been active in a number and range of areas. While not all are able to attend our monthly meetings, over the year we estimate over thirty parents have participated in partnership with us. We have contributed energy to school activities, provided support for student wellbeing, and raised funds for expenditure on school items. The P&C ran a BBQ, and refreshments stall at the School's Open Night, and provided supper on two nights of this year's CAPA Showcase series. These not only raise funds that can be directed back into the school, but enhance the experience of these occasions for the school community and guests alike. We also led a School Working Bee held for half a day on a Saturday that produced several thousand dollars worth of improvements, possible only through the energy of parents, staff and students. We have decided that this is a very effective way to contribute to the school.

We have enthusiastically spent raised funds on the annual purchase of school representative (captains') blazers, the Skoolbag App for enhancing communication between the school and parents, and materials to construct outdoor tables for student seating.

Finally, having seen the outcomes and experienced the benefits of P&C participation, we are promoting P&C participation for the sake of the school and its community.

We are grateful to Max Foord as Principal, as well as Igor Maric, Matthew Knowles and more recently Alan Spencer as Deputy Principals, for the time and help they have given us to understand the school, its running, joys and challenges, We are also grateful for the leadership they have given, and tireless contribution they have made, toward moving the school forward in 2016.

Mr Roger Cunningham

P&C President

## School background

### School vision statement

Aspiring the Heights through Care, Opportunity and Success.

### School context

Nepean Creative and Performing Arts High School is a 7–12 coeducational high school with an enrolment of 1105 in 2016. This includes a selective stream for the Creative and Performing Arts across years 7–12, local area enrolments, 50 aboriginal students and a support unit of 65 students. The school provides students with a caring and supportive learning environment with a broad curriculum and a range of opportunities to enable learners to develop and succeed. The school enjoys strong parental and community support and has positive links with primary schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016, Nepean Creative and Performing Arts High School closely followed and monitored progress in relation to our key strategic areas. There was a successful and major focus on utilising data and applying key observations to school decision making and classroom practice. The use of data will remain a major focus as we endeavour to improve teacher performance, school processes and student educational outcomes.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. Our SEF evaluation containing details of our achievement levels in each domain is submitted with our Annual School Report.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Teaching and Learning

#### Purpose

Teaching and learning is explicit, relevant, meaningful and founded on best practice that is consistently and collectively applied across the whole school.

The school will collectively implement teaching and learning strategies that reflect best practice, are consistent with Australian Curriculum and BOSTES requirements, improve student engagement and learning outcomes, monitor and resource the implementation of new syllabuses, reduce the number of summative assessment tasks, support the development of formative assessment and support the development of a range of formal and informal feedback processes and strategies to ensure feedback is frequent, focused, helpful and consistent.

#### Overall summary of progress

The school continues to develop staff knowledge of different achievement standards and assessment within a standards referenced framework. The purpose of this focus was to improve staff knowledge and understanding of the continuum of learning in order to facilitate curriculum differentiation, form accurate judgements of students' achievements and provide meaningful feedback regarding progression from one level of achievement to the next.

Milestones in 2016 included teacher professional learning about standards referencing and writing report comment banks for Stages 5 and 6 that reflect students' level of achievement explicitly connected to relevant achievements standards. The evaluation of comment banks for Stage 5 and 6 indicated an improved understanding by teaching staff of the standards-referenced framework and the continuum of learning across all key learning areas.

In addition the Collecting of Evidence of student Progress and Achievement (CESPA) was undertaken in Semester 1 and contributed greatly to ensuring that staff could track and monitor student progress across a range of activities in the classroom, including formal and informal learning and assessment strategies. These annotated work samples were then used to improve student, staff and parent understanding of the continuum of learning and different achievement standards.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources)   |
|---|---|---|
| Increased percentage of Year 9 students in reading and comprehension, including Aboriginal students, from 55% to 70% in cluster 15 (at expectation), and from 25% to 35% in cluster 16 (well above expectation) by the end of 2017 (compared to Year 7, 2015 data). | Unable to determine until 2017 NAPLAN results are published.  | Allocation of staff to the "Bump It Up" (BUI) team and associated meeting time during Team meetings and SDDs to focus on school wide strategies to support student performance in NAPLAN. |
| 20% increase in the number of students in Year 9 in the top 4 bands for NAPLAN in Reading, Writing and Numeracy by 2017 (compared to 2015 Year 7 NAPLAN data).  | Unable to determine until 2017 NAPLAN results are published.  | As above.   |
| 30% increase in the number of students achieving in the top 3 bands in the HSC in 2017 compared to 2014 HSC results.  | There was an increase in the number of students who achieved Band 5 in 2016 and we are on track to improving students achievement across all HSC subjects. Please see HSC data in this publication for further details. | Ongoing training and development in Standards Referencing and program differentiation during Teacher Professional Learning (TPL) times.   |

#### Next Steps

The next steps in the Strategic Direction of Teaching and Learning is to continue to apply teacher knowledge and understanding of achievement standards to all Stages (4–6) teaching programs and assessments. This includes writing and adjusting present standard–referenced comment banks for all year groups, and evaluating assessments to reflect best practice in assessments for, of and as learning.

The continuation of collecting evidence of student progress and achievement through a range of learning activities. This will enhance teacher knowledge and understanding of achievement standards, be progressive in nature, and will allow teachers to annotate examples of student work and provide students with explicit feedback on how to demonstrate achievement at higher learning.

Strengthening the understanding of Professional Teaching Standards as DoE moves towards accreditation of all staff in 2018. This will involve the development of staff competence in identifying these standards in context, managing MyPL and professional learning requirements and developing awareness of accreditation maintenance practices.

The development of four teams: ALARM, Bump It Up, One Note and Positive Behaviours for Learning (PBL). These teams will be created to ensure a whole school focus on T & L, student and staff wellbeing and ICT advancement.

A Learning and Response Matrix (ALARM) will be introduced in 2017 to guide student and staff understanding on how to respond at higher levels to questions in assessments and exam.



## Strategic Direction 2

### Engagement, Enrichment and Recognition

#### Purpose

Students, staff and parents working together towards a collective goal of engaging with learning, enriching lives and recognising and celebrating a diversity of achievements.

This strategic direction will ensure a consistent, whole school approach to creating a rich, engaging learning environment where students are recognised for a range of different achievements. It will ensure that students, staff and parents work together towards a collective goal of engaging with learning, enriching lives and recognising and celebrating a diversity of achievements at the school.

#### Overall summary of progress

The school has maintained a non-substantive executive position to lead and drive this strategic direction across the school. The Head Teacher Engagement, Enrichment and Recognition formed a cross-faculty team and consulted widely with staff, students and parents to make recommendations to the school executive and the P&C for 2015 and beyond. These recommendations have become long-term milestones for this strategic direction.

The upgrade of the school's ICT infrastructure and the transition to eT4L has seen the school placed in an excellent position to implement and build on the BYOD (Bring Your Own Device) initiative from mid 2016. The development of the BYOD policy, which included wide consultation with students and parents, will allow the school to effectively build on other enrichment and engagement initiatives such as the consultation of the Sentral database for effective data collection.

The consolidation of the use of the Sentral database in 2016 allowed staff to collect useful data that assists them to track and monitor student progress, including attendance, and to work closely with parents to engage students with school and learning. In 2016, the school introduced the Sentral parent portal, to improve communication and collaboration between teachers and parents. Part of this initiative will allow parents access to samples of student work in order to develop knowledge and understanding of different achievement standards.

The creation of a OneNote team with representatives from all KLAs was fundamental to improving the effective use of technology in the classroom for teaching and learning. The use of OneNote and OneNote Classroom was fundamental to enable the use of RICH technology – Replace, Improve, Create, Harness – to engage students and develop their 21st Century learning skills. One of the uses of OneNote was to annotate samples of student work and to provide feedback on how to progress on the continuum of learning.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources)  |
|---|---|--|
| 1. Form a PBL team to evaluate current practices at the school and identify and define improvement measures in the context of the school. | <p>A PBL team was created with representation from all Key Learning Areas (KLAs).</p> <p>The 'Tell Them from Me' survey was undertaken by students, parents and staff ascertaining valuable insights into key areas of the school. The school will address identified areas for improvement as it establishes PBL and modifies school processes moving into 2017.</p> <p>Core members of the team will undertake PBL training in early 2017 to ensure that PBL implementation in 2017 and beyond is systematic and representative of the core values of the Nepean Community and becomes the fabric by which the school operates.</p> | Time scheduled for all students and staff to complete surveys during timetabled lessons. |
| 2. Evaluate and update the school's discipline policy to reflect the changing nature of the school  | Key aspects of the school's Welfare and Discipline Policy were revised in 2016, with particular reference to the schools:   | Allocation of 3 relief days.   |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)   |
|--|---|---|
| and students' needs.   | <p>Attendance policy</p> <p>Anti-bullying policy</p> <p>Anti-Racism policy</p> <p>Training and development was undertaken by key members of the EER team in Anti-bullying and Anti-Racism training and development.</p>   |   |
| 3. All staff will develop knowledge and understanding of how adolescents learn and engage with learning.   | <p>Teacher professional Learning was undertaken in differentiating the curriculum to successfully address all students.</p> <p>The Learning and Support team provided guidance, advice and staff support to teachers who were responsible for teaching students who had additional learning needs.</p> <p>Staff placed on Extension classes also had regular meetings to ensure student learning was relevant and challenging to their educational level.</p> | Time was provide on SDDs and during meeting times to focus on differentiating the curriculum.                                   |
| 4. Develop and implement the school's BYOD policy to engage students as learners and improve communication between teachers, students and parents.                             | The schools BYOD policy was finalised in 2016 and it will beginning implementation in 2017.   |   |
| 5. Whole school systems and processes will be consistently applied to facilitate the implementation of administrative, well-being, teaching and learning and other procedures. | With the implementation of PBL in 2017 and beyond, we will see greater consistency and understanding of school processes.   | 10 staff relief days to complete PBL training.  |
| 6. Review the school's student recognition processes and use quantitative, centrally managed data to monitor student progress and achievements.                                | Modifications to the school formal Presentation Evening occurred in 2016. Resulting in a greater number of students being recognised. Movement away from medallion to vouchers and the evening program becoming a memento. The overall modification to student recognition will be undertaken hand in hand with the re-introduction of PBL in 2017.   | \$5,000 allocated to student reward and recognition.  |
| 7. Form a student-focused school promotion team to improve community engagement with the school.   | This was not undertaken in a formal capacity in 2016, although the SRC is a strong representative body in the school who contributes significantly to school wide initiatives.  | <p>SRC run a number of whole school fundraises supporting both local and National charity organisations.</p> <p>Self funded</p> |

## Next Steps

The next steps in this strategic direction include the evaluation of the school's discipline policy and the ongoing training of staff in the effective use of technology in the classroom.

In 2017, the staff students and parents will be consulted on how the school's discipline policy – the school's expectations – can be framed around the vision of "Care, Opportunity and Success" in the context of the Wellbeing Framework for Schools. Once the School Expectations Policy is finalised, the focus will be on consistent and explicit implementation across the entire school, including students, staff and parents.

The use of the Sentral database will be broadened in 2017 with the use of Sentral reports and student markbooks. The ongoing collection of useful data will assist with establishing focus areas for the PBL team.

The OneNote team will continue to provide professional development opportunities for their respective KLAs to ensure the effective use of technology in the classroom for teaching and learning. The use of OneNote and OneNote Classroom will be fundamental to enabling students to access online learning and stay abreast of KLA curriculum requirements.





## Strategic Direction 3

### Learning Environments

#### Purpose

Creating a caring, supportive and inclusive learning environment and collaborating with the school community to offer everyone a wide range of opportunities to develop as individuals and succeed as learners.

Development opportunities for students and staff, consistency in the way students are managed in the classroom, appropriate resources to manage learning and a supportive physical learning environment will reinforce a whole school message of high expectations, personal responsibility and engagement with learning. This will assist students, staff and parents to create and maintain a safe, engaging, challenging and inclusive learning environment, connect with the community and meet a range of students' learning and personal development needs.

#### Overall summary of progress

The school formed a cross-faculty reflection team in 2015 to consult with staff, students and parents and to collect data in order to make informed recommendations regarding learning environments, to the school executive and the P&C. These recommendations have become milestones for the Learning Environments strategic direction for the next three years.

The evaluation of a number of school policies within the context of the school vision of Care, Opportunity and Success were undertaken. In 2016, progress was made in the area of Management of Learning (MoL), with all Year 11 and Year 12 students engaged in study skills seminars in preparation for the HSC. There is a growing awareness by senior students that being a successful student requires organisation, time management and study skills.

To ensure that the 3 year plan remains on track, a range of initiatives were undertaken, including engagement of all year groups in management of learning strategies, including the issuing of A2 wall planners to all students in the school. All students were explicitly taught how to use their wall planners at home to improve their organisation, time management and study skills. Another initiative introduced in 2016 was the introduction of an academically gifted and talented stream in Year 7, which will continue into Year 8 from 2017.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)  |
|--|---|--|
| 1. Professional learning opportunities on classroom management and the effect of the physical environment on learning will be provided to 100% of teaching staff.                      | Professional learning of staff was undertaken in a number of strategies to enhance student engagement and lesson differentiation to thus reduce student disengagement and associated poor behaviour.  | TPL time allocated to learning and identified staff attendance at student management workshops.  |
| 2. Existing policies and programs will be evaluated and revised procedures implemented to consistently manage and support students and teachers in every classroom and learning space. | Ongoing development and revision of present programming and policies. Professional learning on the application of the student welfare system: Sentral to student management.  | Employment of SASS and additional HT Administration to update policies and associated documents.<br><br>SDD time allocated to professional learning. |
| 3. Consistent whole school procedures and practices for managing students will be implemented in all classrooms.   | Formation of PBL team will ensure this component is developed in 2017   |  |
| 4. Improved student outcomes will be supported through continuous professional development of all staff.   | The creation of the OneNote Team, The Bump It Up Team and the continued focus on standards referencing and application towards assessments, programming and reporting and ensured that staff are evaluating their program content and delivery. | \$30,000 allocated to technology enhancements in the school.   |
|  |   |  |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources) |
|---|---|-------------------------------|
| 5. The physical learning environment in all learning spaces will be improved, including closed and open learning spaces.  | Considerable improvements to the physical learning environment was undertaken in 2016. Painting of selected classrooms, hallways and learning spaces has contributed to the positive feel of the school. New carpet and additional air conditioning has also improved the conditions of the learning environment. Particular attention was paid to the Library where new furniture was purchased and the Library restyled to create a productive learning hub | Approximately \$50,000        |
| 6. All students will learn how to manage their learning with the support of learning resources and tools that will engage parents and facilitate safe and ethical use of ICT. | Seminars for the management of learning for all students were delivered along with an accompanied wall planner. Ongoing student learning on how best to manage time and use schedules will be a priority moving forward into 2017.  | \$2,000 for wall planners.    |

## Next Steps

Maintain management of learning strategies, including the issuing of A2 wall planners to all new students in the school. All Year 7 students will also be explicitly taught how to use their wall planners at home to improve their organisation, time management and study skills. There will be continuation of the academically gifted and talented stream in Year 7, which would continue into Year 8 from 2018, thus having a gifted and talented academic stream in both Stage 4 year groups. There will be an evaluation and streamlining of existing school policies, with particular focus on consistent application across the whole school and parental engagement as part of the PBL strategy. In addition ALARM: A learning and response matrix will be introduced to the whole school to enable an understanding and structure to support students performing at higher band levels.

Development of a focused integrated and sustained management of learning program to support students as they progress through school. This will be supported via the provision of wall planners for all students.

Development of ALARM Information Boards for all learning environments within the school. Defining ALARM processes as a faculty by faculty basics to ensure connection to discipline specific modes of expression.

Development of 21st Century learning spaces and practices via, BYOD, One Note, Goggle Apps and development of the "Library Learning Space" (Hub).

Development of the use of Sentral as a repository of Data and information to support the identification of specific student learning needs and access support for student learning.

Engage in consultation with student community regarding core values to underpin learning in all contexts. This aspect of PBL development will have an emphasis on developing strong student endorsed behavioural norms for learning spaces.



## Strategic Direction 4

### Teaching and Learning – Bump It Up

#### Purpose

The *Bump It Up* strategy focusses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two NAPLAN bands. By identifying students who are currently achieving in the middle bands of NAPLAN, and implementing locally-developed targeted initiatives, we can improve their performance in reading and numeracy and enhance their overall education outcomes.

#### Overall summary of progress

The school was identified as part of the Bump It UP (BIU) strategy for 2016 and beyond. In Term 3, an initial action plan was created as part of the School Plan 2015–2017. A team with representatives from all KLAs was formed and initial training in the requirements of BIU and understanding of NAPLAN and associated performance data reports was undertaken. Additional learning in both the Literacy and Numeracy Continuums supplemented understanding.

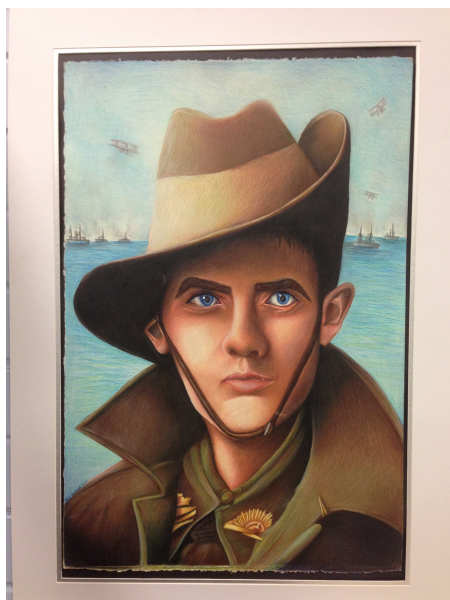
#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year  | Funds Expended<br>(Resources)  |
|---|--|--|
| • Increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 4% by 2019  | Evidence of this will only be made available after NAPLAN 2017 exams   |  |
| * identify students who are doing well and who have the greatest capacity to achieve in the top two NAPLAN bands.   | As part of the action research, Year 8 students in 2016 performing in the middle bands have been identified and targeted strategies will be implemented with them in 2017. | Allocation of relief days for 10 members of BIU team to develop knowledge and understanding of BIU, NAPLAN analysis and identifying students who require BIU intervention. |
| • Implement targeted locally-developed evidence based best practice targeted initiatives to improve the performance of these students in reading and numeracy.<br><br>Create a Bump It Up team representative of all KLAs.<br><br>• Enhance staff data analysis skills in relation to NAPLAN and HSC results. | Occurring in 2017.   | Allocation of relief days for 10 members of BIU team to develop knowledge and understanding of BIU, NAPLAN analysis and identifying students who require BIU intervention. |
| Create a Bump It Up team representative of all KLAs.  | Members from each KLA identified and team created in Term 4, 2016  |  |
| • Enhance staff data analysis skills in relation to NAPLAN and HSC results.   |  | Allocation of relief days for 10 members of BIU team to develop knowledge and understanding of BIU, NAPLAN analysis and identifying students who require BIU intervention. |

#### Next Steps

In 2017, the team will create a middle band group in SMART. All BIU team members will use the item analysis to confirm the literacy and numeracy needs of one group of junior students using the NAPLAN data from 2015 and 2016. Team members will then create a NAPLAN needs analysis for each group of junior students and ensure through pre-testing that they have data to track progress.

Action research will also be undertaken to experiment with a range of KLA specific strategies targeting reading and numeracy skills supported by the BIU team. Team members will then coach and mentor faculty colleagues in planning and implementing the identified and successful learning strategies. Thus it is envisaged that explicit literacy and numeracy strategies can be embedded into classroom practice.



| Key Initiatives                       | Impact achieved this year  | Resources (annual)   |
|---------------------------------------|--|--|
| <b>Aboriginal background loading</b>  | Ongoing support for Stage 4, 5 and 6 Aboriginal students with in-class, and homework centre support and mentoring.   | RAM Aboriginal Flexible funding: \$30,397<br><br>Employment of an Aboriginal classroom SLSO for Stage 4 & 5 and a 0.2 teacher to assist Stage 6 students |
| <b>Socio-economic background</b>      | Provision of additional student classroom support for targeted students. Enhancement of whole school Literacy and Numeracy resources to support lesson delivery and curriculum access.   | RAM Socio-Economic Background: \$83,403. Funding of 0.4 LaST and Numeracy and Literacy resources including Teacher Professional Learning.                |
| <b>Support for beginning teachers</b> | Provision of reduced timetable allocation to ensure resource development and preparation time as per NESA requirements. Allocation of a teacher mentor for guidance and support. Specific TPL aligned to school context and teacher needs. | Beginner teacher funding \$33,000.   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 368        | 368  | 399  | 403  |
| Girls    | 493        | 522  | 597  | 664  |

Enrolments continue to increase as the larger numbers in the junior years moves through into senior years. The number of students in each junior CAPA stream class have been capped at 24. This is to ensure that when auditioned students transition into Stage 6 that additional classes are not required to be created, impacting on staffing requirements.

We are also having had an increase in the number of local student enrolments. This is a result of the continual improvement in the quality of the outcomes from students in the school and thus the school's reputation and also possibly the financial cost of local students accessing Catholic and Independent schools.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.6 | 93.9 | 93.7 | 92.4 |
| 8         | 92   | 91.9 | 93   | 91.5 |
| 9         | 87.6 | 90.2 | 89.6 | 91.7 |
| 10        | 86   | 87.6 | 91.2 | 89   |
| 11        | 85.9 | 85.4 | 88.4 | 88.9 |
| 12        | 89.9 | 88.8 | 89.6 | 87.3 |
| All Years | 89.4 | 90   | 91.2 | 90.4 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.2 | 93.3 | 92.7 | 92.8 |
| 8         | 90.9 | 91.1 | 90.6 | 90.5 |
| 9         | 89.4 | 89.7 | 89.3 | 89.1 |
| 10        | 87.7 | 88.1 | 87.7 | 87.6 |
| 11        | 88.3 | 88.8 | 88.2 | 88.2 |
| 12        | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

### Management of non-attendance

Student attendance average is still above state average which is pleasing. Although we had a slight decline

from 2015 figures, a small number of non-attenders have impacted on the average. Processes are in place to ensure greater attendance average in 2017 and beyond and increased support for students transitioning to the work force.

### Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   |          |          | 10       |
| Employment   |          | 10       | 61       |
| TAFE entry   |          | 5        | 17       |
| University Entry   |          |          | 22       |
| Other  |          |          |          |
| Unknown  |          |          |          |

The following statistics are for the 2016 cohort (please note that some students may have multiple destinations such as tertiary study and part-time work):

In Year 12: the data appears in the above data.

More students chose university as a post-school option than the previous year. Most of our students are enrolled at Western Sydney University followed by Macquarie University, NSW University, Sydney University and the Australian Catholic University.

The percentage of students studying at TAFE had increased by 7% from the previous year. Most students are enrolled at colleges with the Western Sydney Institute.

The percentage of students choosing tertiary study at private colleges had remained the same as the previous year. Private colleges include the Australian College of Theology, Australian College of Dance, Australian College of Natural Therapies and ED5 International Performing Arts.

The percentage of students securing full-time employment was the same as the previous year. However, there was a significant increase in the number of students working part-time and also studying. Industries of employment include childcare, hospitality, trades, entertainment, retail, aged care, information technology, administration and the performing arts.

There was a slight increase in the number of students who had secured apprenticeships or traineeships. These industries include childcare, carpentry, ICT, retail, beauty therapy, business administration, and leadership and management.

Those students who are on a Gap Year are currently

traveling overseas or had deferred study and are working.

There is a slight decrease in the number of students still job-seeking.

Students who are in a Transition to Work Program are registered with a disability support service such as Northcott, Ability Options and Max Employment.

### Year 12 students undertaking vocational or trade training

Vocational educational courses were extremely popular with this cohort and continues the trend for students to access a diverse range of vocational pathways. Eight vocational pathways were accessed by our students with students filling 146 places in 2016, with some students undertaking two courses of study.. The following indicates the breakdown across all areas.

|  |    |
|--|----|
| Information Technology:                  | 4  |
| Engineering;                             | 3  |
| Architecture and Building:               | 30 |
| Health:                                  | 5  |
| Management and Commerce:                 | 14 |
| Society and Culture:                     | 2  |
| Creative Arts:                           | 48 |
| Food, Hospitality and Personal Services: | 40 |

### Year 12 students attaining HSC or equivalent vocational education qualification

Eight six (86) Stage 6 students completed Year 12 with eighty (80) students being awarded a HSC..

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Head Teacher(s)                       | 11    |
| Classroom Teacher(s)                  | 57.4  |
| Learning and Support Teacher(s)       | 1.4   |
| Teacher Librarian                     | 1     |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 19.57 |
| Other Positions                       | 3.4   |

\*Full Time Equivalent

Nepean Creative and Performing Arts High School has three Aboriginal staff members, two as qualified teachers and one in a Student Learning Support Officer role.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 40         |

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>423 371.03</b> |
| Global funds                   | 795 576.42        |
| Tied funds                     | 525 530.91        |
| School & community sources     | 473 731.39        |
| Interest                       | 11 350.51         |
| Trust receipts                 | 261 595.12        |
| Canteen                        | 296 223.16        |
| Total income                   | 2 787 378.54      |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 315 292.08        |
| Excursions                     | 168 507.16        |
| Extracurricular dissections    | 42 202.03         |
| Library                        | 17 754.40         |
| Training & development         | 2 000.00          |
| Tied funds                     | 515 829.77        |
| Short term relief              | 291 160.96        |
| Administration & office        | 341 414.45        |
| School-operated canteen        | 214 105.19        |
| Utilities                      | 111 866.62        |
| Maintenance                    | 167 430.31        |
| Trust accounts                 | 233 428.44        |
| Capital programs               | 0.00              |
| Total expenditure              | 2 420 991.41      |
| <b>Balance carried forward</b> | <b>366 387.13</b> |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

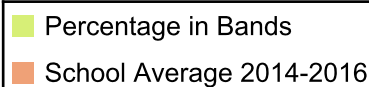
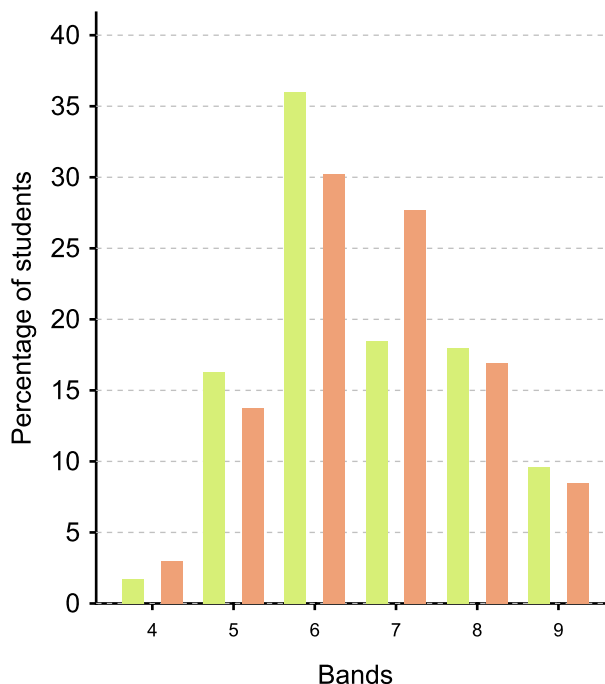
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The results of the 2016 year 7 cohort indicates that these students have a higher average in Spelling, Writing, Reading and Numeracy, as compared to the students' average from the 2014 – 2016 cohorts.

The results of the 2016 year 9 cohort indicates that these students have a higher average in Grammar and Punctuation, and Reading, as compared to the average from the 2014 – 2016 cohorts.

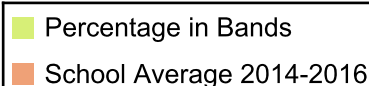
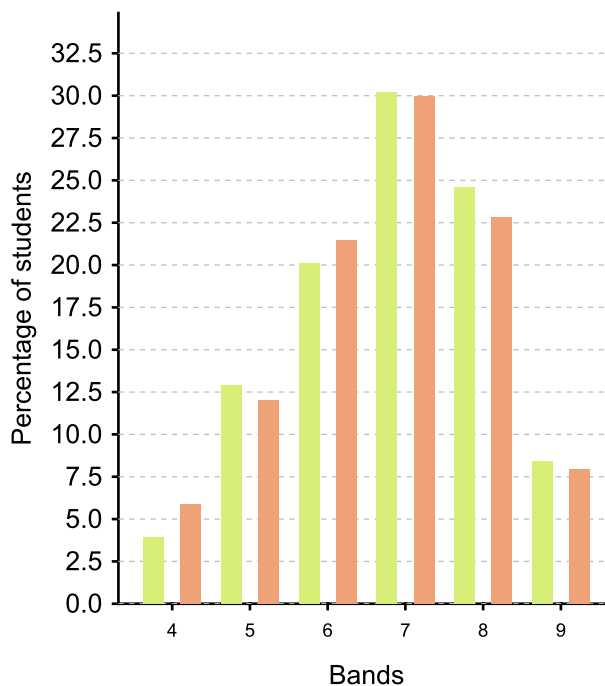
#### Percentage in bands:

##### Year 7 Reading



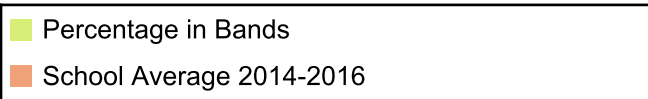
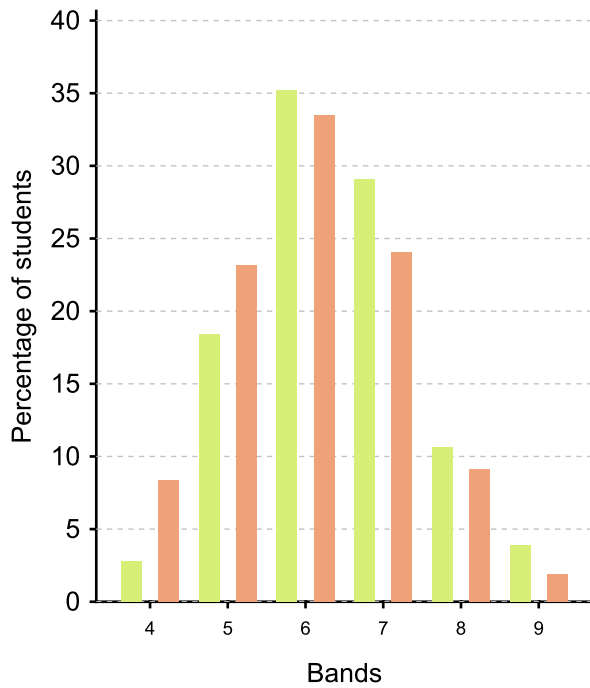
#### Percentage in bands:

##### Year 7 Spelling

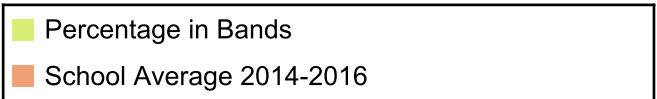
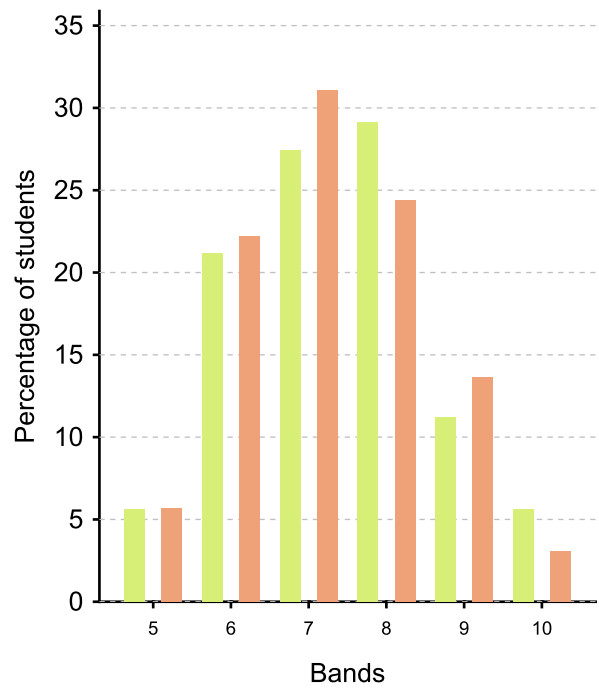




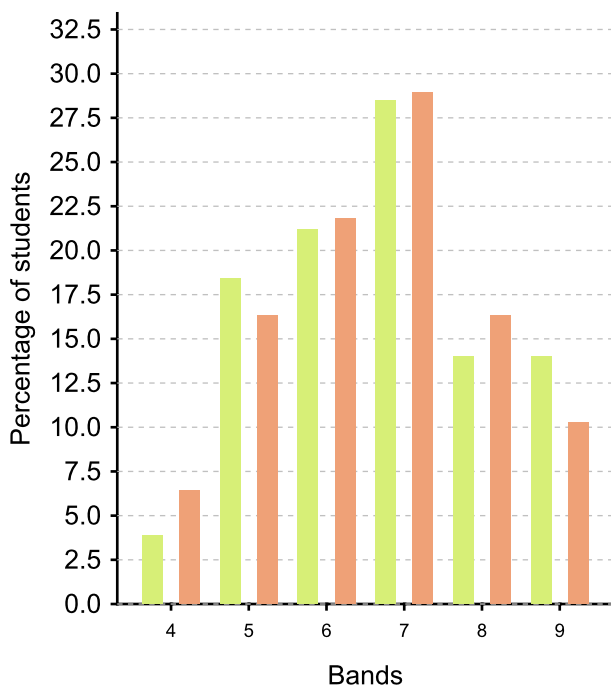
**Percentage in bands:**  
Year 7 Writing



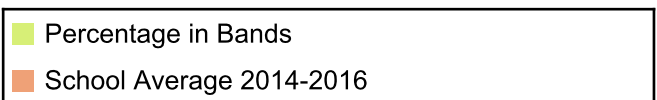
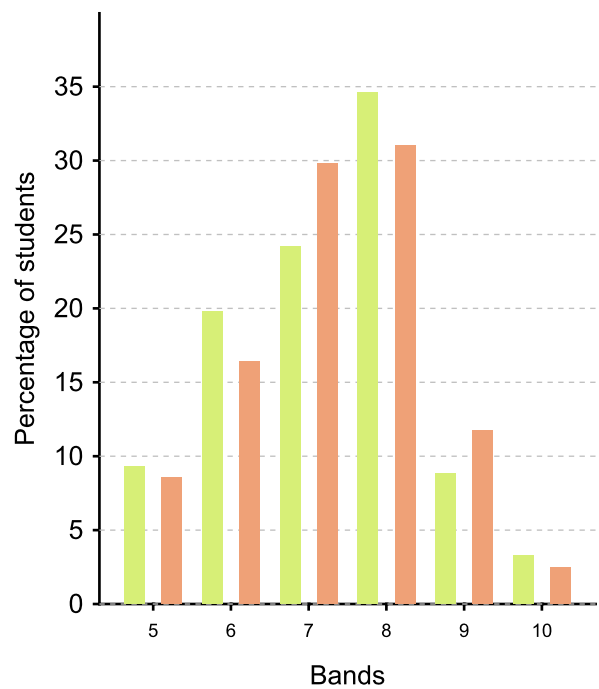
**Percentage in bands:**  
Year 9 Reading



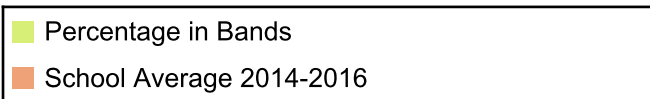
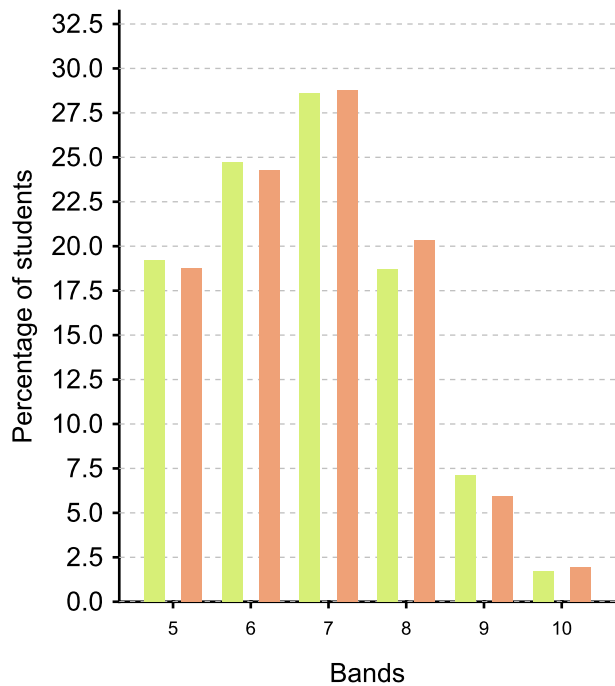
**Percentage in bands:**  
Year 7 Grammar & Punctuation



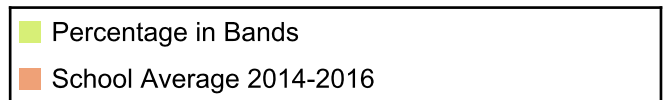
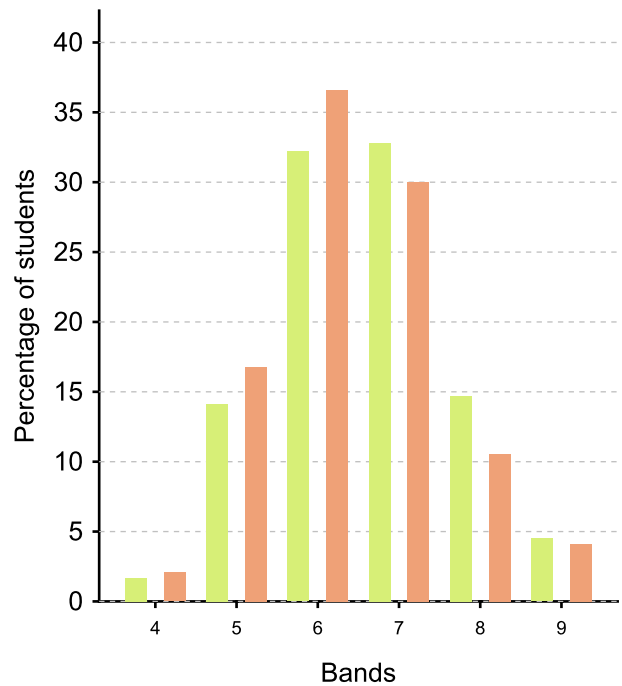
**Percentage in bands:**  
Year 9 Spelling



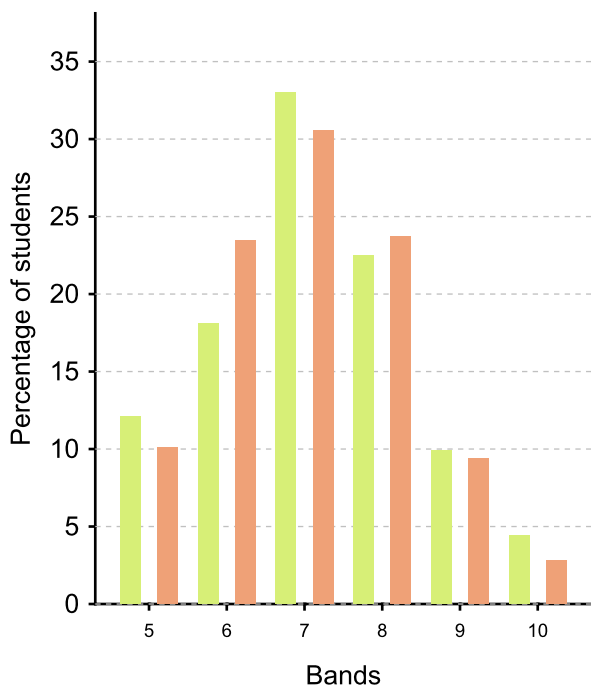
**Percentage in bands:**  
Year 9 Writing



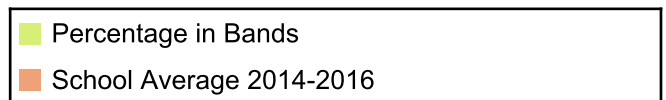
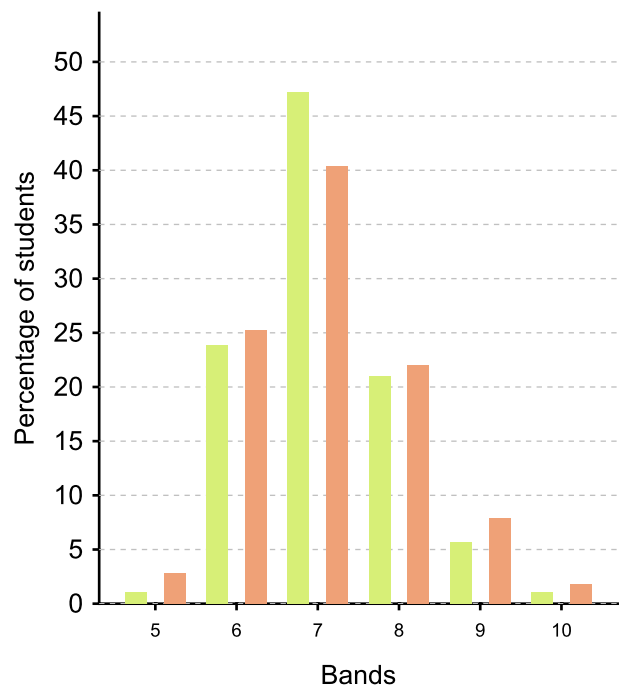
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Nepean Creative and Performing Arts High School.

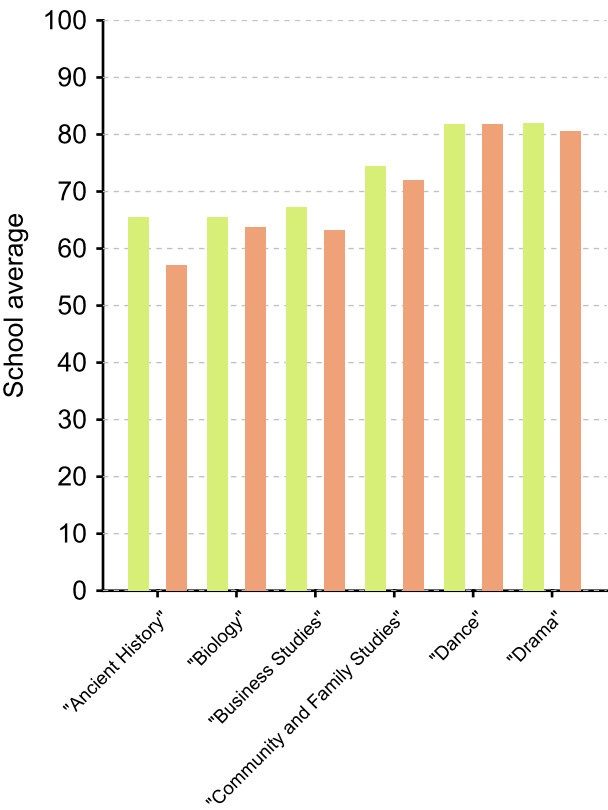
The overall performance of our Aboriginal students in

relation to NAPLAN has improved and details have been included in our Aboriginal Education report.

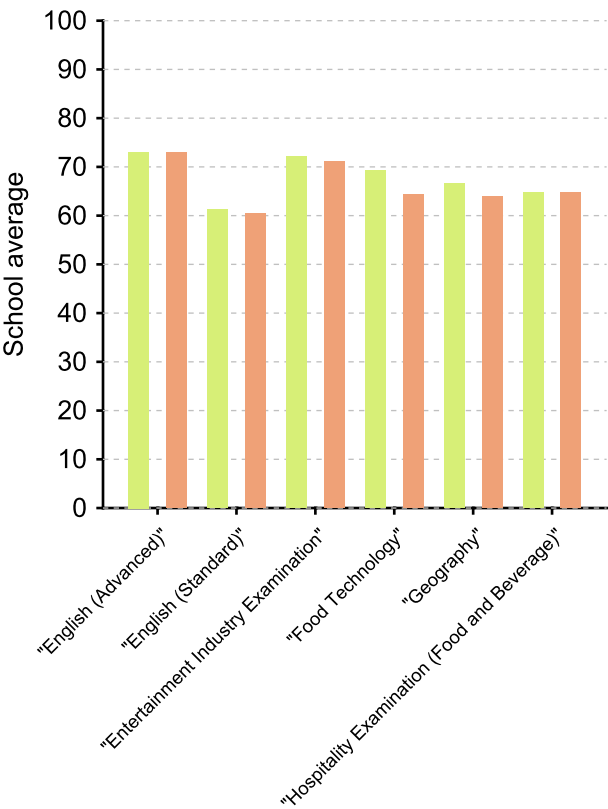


Higher School Certificate (HSC)

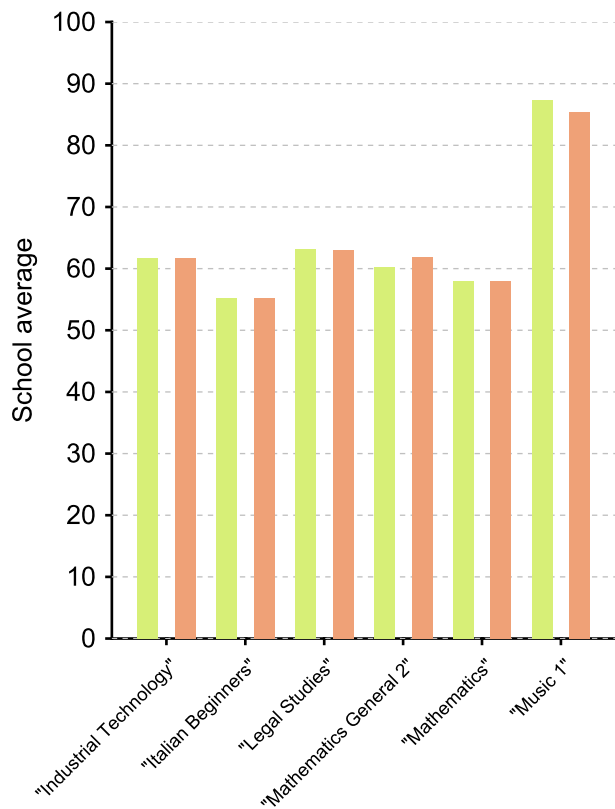
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



close to the state mean of 12.42 with the school mean being 11.56. The creative writing has drawn closer to state means with the state being 8.93 and the school achieving 8.27. Our main area for improvement needs to be in response to the Shakespeare and the critical study of text at the state mean of 11.70 and the school mean as 9.34.

In Standard English we more than doubled the number of band 4 from 4 in 2015 to 9 in 2016. In the language paper for several questions we are on or above state average and are very close to state average in regard to nearly all other sections of the paper except for the Module A responses which exhibited a negative difference to the state of 4.2. Text choices and in servicing in this module need to be prioritised. The bottom candidates have skewed results where we are obviously needing to encourage students to apply for the English Studies course or its new equivalent.

Extension English continues to perform steadily and has an increased candidature.

### HSIE HSC Results:

**Ancient History** was 5.88 points below the state average. The average mark of the class was 65.26. Band results show 24% in the top three Bands with 1 Band 5. Four Band 2's have had a negative effect on the class average.

**Business Studies** was 6.45 points below the state average. The average mark of the class was 65.26. Band results show 48% in the top three Bands with 1 Band 5. Seven Band 2's have had a negative effect on the class average.

**Geography** was 8.37 points below the state average. The average mark of the class was 66.55. Band results show 45% in the top three Bands with 1 Band 5.

**Legal Studies** was 12.67 points below the state average. The average mark of the class was 63.68. Band results show 25% in the top three Bands. Nine Band 2's have had a negative effect on the class average.

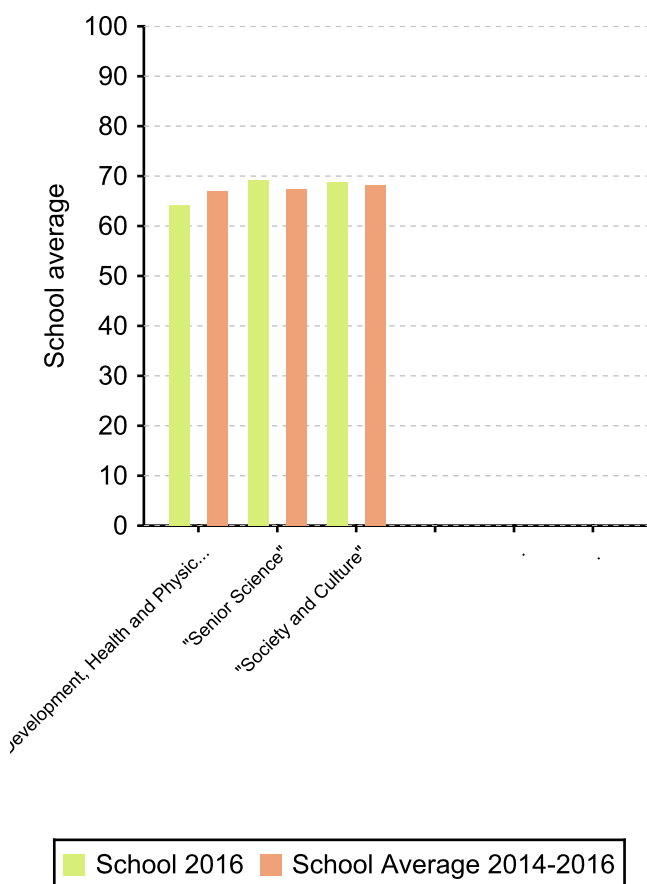
**Modern History** was only 2.29 points below the state average and the average mark of the class was 72.2. Band results show 67% in the top three Bands with 2 Band 5. This represents our best results.

**Society and Culture** was 9.18 points below the state average. The average mark of the class was 68.35. Band results show 50% in the top three Bands with 1 Band 5.

It must be considered that HSIE subjects still have higher than State Average Standard Deviations as we try to cater for a wide ability range of students giving opportunities to non-academic and non-ATAR students to achieve a HSC.

### Mathematics

#### Mathematics Extension 2



### English HSC Results

This year has demonstrated a renewal of a positive direction for English in regard to HSC results. Looking at Advanced English, data demonstrates that we have increased the number of band 5 responses from 2015 to 7 candidates achieving this band in 2016. The breakdown of modules show that the Auden was very

One student studied the very demanding Extension 2 course in 2016. This was the first time that a Nepean High School student studied this course since 2011. This course achieved a Band E2.

### **Mathematics Extension 1**

Four students completed the Mathematics Extension 1 course. One student achieved the pleasing result of scoring a Band E3. This is the second year in a row that a Nepean High School student achieved a Band E3.

### **Mathematics**

2016 saw a 33.3% increase in the number of students studying this course. The results showed a slight decrease in performance as compared to the previous year. It was encouraging to see the percentage of students receiving a Band 2 continuing to decrease, this year by 8.3%. The number of students gaining a Band 4 result remained constant. Unfortunately, no student achieved a Band 5 or 6 in this course in 2016. We will continue to work on student engagement and performance to lift results from Band 4 to the higher bands.

### **Mathematics General 2**

The number of students studying the Mathematics General 2 course in 2016 more than doubled from the previous year. There was a slight reduction in the percentage of students receiving a Band 1.17.2% of students achieved a band 4 which was the highest band achieved by our students. Whilst this is the third year this course has run, we are maintaining our goal of closing the gap between our performance and that of the state. We also aim to achieve more students scoring in the performance band 5.

### **PDHPE**

During 2016, the PDHPE faculty has continued to build on the extensive evaluations made throughout the end of 2015. We have created a number of new assessable tasks for our 7–10 PDHPE and our year 9 and 10 PASS electives. Our Stage 6 Assessment Schedules and tasks have been evaluated to ensure the nature of the tasks allows for the greatest success of all students, whilst aligning with NSW BOSTES (NESA) standards.

These newly developed programs and assessable tasks align with NCAPA school's milestones and will allow a greater opportunity for improvement in learning outcomes to be achieved by students.

**PDHPE** (32 students) has seen an achievement of 1 Band 6 in which only 11% of the 15644 students who sat the HSC exam were successful in attaining. 37% of the cohort achieved a Band 4 or above; however, we are still 9 below the State Average. We are putting into place for 2017 a number of accessible revision opportunities, including regular HWC attendance by teachers and through an increased exposure to past HSC questions, with marking guidelines. A survey of Year 12 students will also be conducted to evaluate learning styles, the priority of this subject, students who

complete major practical works to allow us as teachers to look at how we can better cater for students and therefore increase results.

The **CAFS** course of 20 students has maintained its positive growth with 80% of students scoring a band 4 or higher. Community and Family Studies cohort for 2016 achieved above the State Average. Reasons for positive growth and results is attributed to the regular attendance by students to HWC and before school tutorials

The projection for 2017 is that our Senior classes will grow to 3 Year 11 CAFS classes and 2 Year 11 PDHPE classes. Budget requests therefore, will centre on boosting our Senior resources to allow for students to have greater access to a range of textbooks and online material to further enhance their understanding of the course.

### **Science HSC**

**Agriculture** data indicates a decrease in performance grade 3 down by 17 %. The subject was below state average with a small number of candidates this year.

**Biology** decrease in Bands 5 by 3% and 4 by 12%, also below state average.

**Chemistry** there was a 25 % increase in band 4 and below state average.

**Earth and Environmental Science** gained an 18% increase in band 4 and just below state average.

**Physics** data showed a 12% increase in band 4 and a 28% increase in band 3 results and below state average.

**Senior Science** data showed that the candidates achieved below state average and a 7 % decrease in band 4.

### **Performing Arts**

#### **Dance**

Dance has continued to grow in numbers at the school and there is a consistent trend, within this growth of class sizes in moving students from the lower bands into the higher bands. In the 2016 HSC there were six Band 5 and five Band 4 results. Two students were nominated and accepted into "CallBack" for their Composition work. From 2015 through to 2016 there has been a significant increase in the students achieving at Band 4 and 5 level as they are moving out of Band 3 into the higher bands. Dance is 0.4 above the State Mean demonstrating an increase of 0.1 from 2015 and .2 from 2014. The number of students achieving a Band 4 was 15% higher than the State and the number of students achieving a Band 5 was 16% higher than the State.

#### **Drama**

Drama has continued to grow in numbers and demonstrates a consistent and steady movement out of

the lower bands into the higher bands. In the 2016 HSC there were two Band 6, five Band 5 and five Band 4 results. Two students were nominated for OnStage for their IP work. Drama has continued to develop with a significant increase in the number of students achieving at higher band levels. The trend of moving beyond Band 3 has continued from 2015 through to 2016 with all students achieving above this band. Drama is again above the State mean by 0.4; a continuing trend from 2014 through to 2016. The number of students achieving a Band 5 was 14% higher than the State and the number of students achieving a Band 6 was 3% higher than State.

**Music**

Music class sizes have grown and the number of students achieving at Band 6 has also increased. In the 2016 HSC there were three Band 6, six Band 5 and three Band 4 results. One student was nominated for Encore. This is the first nomination at Nepean CAPA High School. Music has maintained the consistent increase of students achieving in higher bands. The trend up being above the state mean has continued with 2016 data showing the cohort to be .7 above the State mean. This is an increase of 0.3 from 2015 and a steady increase since 2011. The number of students achieving a Band 5 was 5% higher than the State and the number of students achieving a Band 6 was 6% higher than State.

*All assessments from Preliminary to HSC are double marked. During the Trial HSC students are panel marked by external teachers to the school, all of whom have previous HSC marking experience. Students are all given the opportunity to perform and present their works to a live audience at a HSC Performance Evening prior to the examinations.*

*There has been an improvement of HSC results and general trend upwards in bands. This can be linked to students having consistent and wide ranging feedback from many teachers both internal and external throughout their HSC preparation. Theoretical learning is integrated with practical lessons and students attend HSC study days and perform regularly at school functions. All assessments are videoed and students have access to this material to further develop their performances. Feedback is given verbally and instantaneously on performance days as well as in written form after an assessment. Students regularly present in class for progress feedback and are filmed for their own self evaluation of performance.*

**Parent/caregiver, student, teacher satisfaction**

A Framework for Assessing Student Engagement The Tell Them From Me Survey includes ten measures of student engagement, categorised as social, institutional and intellectual engagement. The survey was undertaken by 40% of the student population and a small selection of parents. Overall students felt positive

about the school, indicating student to student and staff to student relationships were positive and respectful. A percentage of students felt that they could be more academically challenged and this aligns well with our plan to introduce ALARM across the school to ensure higher levels of performance and thus engagement. Parents have noted improved communication re: school based activities, student performance and awareness of the broader initiatives of the Department of Education. Moving forward there will be a continued focus on student engagement and higher levels of academic expectation.



**Policy requirements**

**Aboriginal education**

Aboriginal Education remains a strong focus for the school. Programs exist to support the strengthening of academic outcomes and cultural connections for our Aboriginal and Torres Strait Islander students. NAPLAN data indicates that Aboriginal and Torres Strait Islander students are outperforming their cohort in similar schools and, in many cases, across all Department of Education settings. While there is a need to ensure that students in lower bands maintain a positive performance trajectory a significant percentage of students in year 9 have recorded performances in bands nine and ten. These are as follows:

|                       |                |
|-----------------------|----------------|
| Reading               | 40%in band 10  |
| Writing               | 25% in band 9  |
| Spelling              | 50% in band 9  |
| Grammar & Punctuation | 25% in band 10 |
| Numeracy              | 20% in band 9  |

A significant milestone was reached this year with the formal naming of our Aboriginal Dance Company by Dharug elder Aunt Edna Watson. The name Babuga Dungara (Get Up and Dance) is an invitation in Dharug for all members of our school community to actively embrace the indigenous culture of the Nepean Valley.



The school recognises the work and dedication of Year 11 student Jessica Oehm, her mother Jodie Oehm and Aboriginal dance teacher Jo Clancy in making this a reality. Babuga Dungara has performed on school assemblies and took a central role in our 2016 Showcase series. The students have also performed and conducted dance workshops for a number of our feeder schools.

The school maintains a close connection with Western Sydney University through the "Pathways to Dreaming" program. Students have participated in sessions aimed to develop strong cultural connections and pathways into the world of study and work. This is central to ensuring that our Aboriginal and Torres Strait Islander students recognise their cultural heritage as a source of pride and empowerment.

Our Aboriginal Home Room Group continues to provide a supportive environment for our Aboriginal and Torres Strait Islander students. This group contains students from all year and provides a valuable source of peer support as students progress through their schooling. Important information relating to academic, vocational and cultural opportunities is shared amongst students.



### Multicultural and anti-racism education

Nepean Creative and Performing Arts High School celebrated the diversity of its school population on many fronts. Harmony Day provided an opportunity to celebrate the schools multicultural diversity through a day of cultural respect for everyone who calls Australia home. Opportunities existed within the curriculum to try different languages, join in on cultural dance opportunities and participate in a number of CAPA initiatives including the Bangara Dance workshops, reconciliation Challenge and Lewers Gallery Aboriginal workshops. The celebration of cultural diversity was also evident at our major showcase series titled "Australia" through selected music, drama and dance performances.

### Other school programs

#### Students with Disabilities Support Unit

2016 was another stimulating and eventful year for all

students accessing the six Special Education classes at Nepean Creative and Performing Arts High School. Apart from the regular class work which emphasises literacy and numeracy, sporting programs and the Community Access program, many opportunities were available for the students to participate in activities with their Year group such as school camps, the school sporting competitions for swimming, athletics and cross country and Year meetings. The Year 10 and Year 12 school formals were also well attended by students.

Students undertaking a vocational course as part of their HSC, completed the mandatory work placements. Similarly, Year 10 students completed their work experience when their Year 10 peers were also completing this program. However, for some students an in-school work experience program is more appropriate and as such, activities such as the recycling of paper and cardboard and attending and maintaining sections of the schools' gardens in the Ag plot were implemented. Produce such as carrots and zucchini as well as sunflowers were taken home to their families. Vocational TAFE courses such as Baking and Retail, were also undertaken by several senior students as part of their individual program of study.

Many of the students accessed mainstream subjects and were offered support and assistance by the School Learning Support Officers with note taking, sign language or oral interpreting. Appropriate adjustments to the curriculum and assessment tasks were done in consultation with class and Special Education teachers. Throughout the year, specific activities and excursions were organised for the students. Members of Opera Australia, with two interpreters using the language of the Deaf community, Auslan, performed at in the school hall. This was a wonderful cultural experience for all students, hearing and non-hearing students alike. Other activities included the annual AWD Futsal competition day of which five teams competed, the annual week-long camp for Deaf and Hearing Impaired students and 'Come and Try' sports days at Campbelltown for students with intellectual disabilities and on another day for students with a hearing impairment. There was an indoor soccer competition organised as well as a multi sports day for students with a hearing impairment. As always, the students were ambassadors for the school as they displayed respectful and positive attitudes.

For students not accessing the mainstream sport programs, other exciting opportunities occurred with the recreational sports offered to the students. River walking which encouraged environmental awareness, ten pin bowling, mini golf and aqua golf at Penrith, water confidence activities at the indoor pool in Penrith were in addition to the school based sports programs which concentrated on outdoor and indoor skills development for each sport or game played. The members of the Nepean CAPA High School's Signing Choir performed in the DoE Schools' Spectacular, Penrith Valley festival, as well as at school events such as Showcase and the opening of a conference for people with disabilities. The D'Arts dancing troupe comprising of students from different classes performed at school functions and also at the annual Schools'

students were very excited not only about their three nights staying away from home but also the opportunity to perform in such a wonderful venue in front of very appreciative audiences. The CAPAbility crew held several fund raising stalls throughout the year. The students worked tirelessly sorting, making, wrapping and pricing goods to sell and raffle to the school community. The stalls offered real life situations for the students as they were able to practise their money and communication skills as well as raised funds for the Support Unit.

## **MUSIC**

### **Ensembles/Companies**

• Junior Rock Bands • Senior Rock Bands • Jazz Band • Senior Vocal Ensemble • The Vocal Company • Junior Vocal Company • Boys Vocal Company • Concert Band • Music Company • PULSE Vocal Ensemble

### **Performances**

- Schools Spectacular: 24 students represented in the Combined Choir, 4 students were accepted into Core Choir, Bobby Harrison was in Stage Band, Imogen Hutchinson was in Orchestra and Brooke Paulley was a Featured Artist.
- Penrith Valley Performing Arts Festival: a number of students performed at this festival across 3 days from Year 7 through to Year 12.
- PULSE: Vocal Ensemble is run from the school combining a number of students from Winmalee High School, Blaxland High School, Greystanes High School and Nepean CAPA High School. PULSE Vocal Ensemble performed at PULSE and at The Arts Unit Concert.
- HSC Performance Evening: Music 1 class took part in the HSC performance evening in order to allow students the opportunity to perform their program prior to the HSC
- Live at the Launchpad concerts were held to raise money.
- Idea of North Choral Workshops – The Vocal Company took part in these workshops gaining one of only 2 Gold Certificates submitted on the day.
- Penrith Festival – a number of students performed at Penrith Festival
- Panthers on the Prowl Graduation 3 students performed at this graduation ceremony to celebrate the work done in schools by Panthers on the Prowl
- Penrith Council – Students from the music department performed at local events to support the local community.
- Christmas with the Cows – students performed at this concert to celebrate the end of the year with the school community. This concert is organised and run by students
- Showcases:
- 2 Music Nights showcasing individual and group work from the year within classes and within the Ensembles
- Collaboration Showcase “Australia”. Music Ensembles collaborated with Circus, Drama and

Dance to put together the Collaboration Mid Year Showcase “Australia”. Approximately 300 students were involved across all four faculty areas

### **Camps/Workshops/Representation**

- Talent Development Project – 6 students were nominated to take part in the Talent Development Project and Jacqui Dwyer was successful in gaining a spot and will be graduating in 2017.
- Four students attended Solo Vocal Camp and performed at the end of camp performance.
- State Music Camp was attended by 2 students.
- Arts in Action Music Camp was attended by a number of students who spent the week studying their instrument and performing.
- Sydney Singers: Eliza Swan is a member of the Sydney Singers
- Bobby Harrison is a member of the Arts Unit Jazz Orchestra and Symphonic Wind Ensemble.
- PULSE Concert Band and PULSE Big Band use Nepean CAPA High School as a venue. Students within these ensembles range from approximately 20 High Schools across the Macquarie Part and Ultimo operational directorate.
- HSC Study days – students attended the HSC study days where they focused on preparing for their HSC. Students had the opportunity to perform on these days for marking from external markers.
- HSC Aural Preparation – a band presented a workshop to the students to work through the concepts of music; developing their knowledge and ability to answer Aural Papers.

### **HSC**

- Katie Panucci was nominated for Encore.
- Year 12 students attended Encore as an excursion.

### **DANCE**

#### **HSC**

Nepean's HSC Dance class of 2016 performed outstandingly, receiving 8 Callback nominations, placing these students in the top percentage of dance students in the state. Rochene Cassidy and Eleanor Kennedy's Major Study Composition works were selected to be performed at the Callback event; they were the first students from Nepean to successfully gain a place in this event.

### **Ensembles/Companies**

• Aboriginal Dance Company • Musical Theatre • Ballet Company • Boys Contemporary • Hip Hop Boys • Hip Hop Girls • Senior Company • Intermediate Dance Companies • Junior Dance Company • Tap Ensemble • Jazz Company • Lighthouse Dance Company • Collaboration.

The Dance Program at Nepean Consists of over 12 companies and ensembles, providing students with the opportunity to extend themselves in various genres. In 2016 the Jazz Company was introduced and the number of contemporary companies expanded from 3 to 6,



We saw the introduction of Boys Contemporary, taught by external tutor Courtney Horton. This all boys group was selected to perform at multiple festivals throughout the year, including State Dance Festival.

The Lighthouse Dance Company was developed this year to extend the HSC Dance students. This group performed at The Lighthouse Project, an incentive specifically targeting performing arts high schools. This provided students with a platform to perform together and participate in workshops, delivered by university lecturers, giving students insight into the various tertiary dance courses available.

The Aboriginal Dance Company became a weekly rehearsed ensemble, with an external tutor choreographing a work for the group, which they performed at Mulgoa Public School for NAIDOC week.

## **Representation and Performances**

- **State Dance Ensembles:** the following students successful gained a place in the NSW Public Schools State Dance Ensembles program: Matilda Zorlu, Hannah Forsyth, Connie Bunting and Pedro Denoso.
- **Schools Spectacular:** 16 students represented in Combined Dance in the Schools Spectacular 2016, with teacher Miss Allie Gunton choreographing the Segment 1: Dream Big. The following students were selected as Featured Dancers: Connie Bunting (Ballet), Molly Bugeja (Contemporary & Urban), Brittany Ford (Musical Theatre & Urban), Sarah Cregan (Tap & Urban), Elenor Kennedy (Urban), Rochene Cassidy (Urban), Natalie Gow (Urban), Jarrod Everingham–Bryan (Urban), Joshua Moonen (Urban), Pedro Donoso (Urban). The Urban Featured Dancers performed along with 5 more boys in the B'Boys Dance Ensemble. We also had 5 students selected to be part of the Aboriginal Dance Ensemble, with Brock Rankmore selected to be part of the NSW Public Schools Aboriginal Dance Company.

### **• Dance Festivals**

The Dance program was selected to perform at various dance festivals including, Synergy Dance Festival, Blue Mountains Nepean Dance Festival, Ultimo Dance Festival, and Penrith Valley Performing Arts Festival. The following groups were deemed exemplary by having their works chosen for inclusion in State Dance Festival: Senior Dance Company, Musical Theatre Company, Boys Contemporary, and Collaboration Company.

- **Pulse:** Musical Theatre Ensemble and Dance Off! Dance Company.

An elite group of students were selected to perform as part of the PULSE Musical Theatre Ensemble. These students participated in workshops to create a work that was then performed at the Sydney Opera House. The Dance Off! Dance Company was also selected to perform at this event. Six Nepean students were chosen to be part of this elite group.

- Dance Life Unite Eisteddfod Dance.

Life Unite is Australia's largest troupe composition. Nepean entered six items and achieved the following impressive results: Boys Hip Hop placed 2nd, and Jazz Company placed Highly Commended in the Jazz/Hip Hop section; Senior Company placed Highly Commended in the Lyrical Contemporary section and in the Entertainment section, the Partnering Company placed 2nd, with the Collaboration Company placing 1st.

Showcases: 2 Dance Nights showcasing individual and group work from the year within classes and within the Ensembles

- **Collaboration Showcase "Australia".** Dance Ensembles collaborated with Circus, Music and Drama to put together the Collaboration Mid Year Showcase "Australia". Approximately 300 students were involved across all four faculty areas.

## **DRAMA**

### **Ensembles/Companies**

- The Drama Company• Senior Drama Ensemble• Intermediate Drama Ensembles• Junior Melodramatics• Film Ensemble • Junior Production Company• Physical Theatre Ensemble

### **Performances**

- **Schools Spectacular – State Drama Representation** and Drama students worked as Mentors for the D'Arts Ensemble.
- **Penrith Valley Performing Arts Festival:** In this regional festival we had the Physical Theatre Ensemble perform at the festival. This is the first year that Drama has been represented at this festival.
- **Flannofest:** This festival involves 8 schools across the Penrith Valley region partnered with an industry practitioner to guide the development of an original theatrical work. This year, the Senior Drama Ensemble presented Welcome to Wantknott, a Western Melodrama.
- **Lights–Up Drama Festival:** This is a Macquarie Park Directorate festival, which is a showcase of Drama in NSW Public Schools.
- **Junior Production Semester 1:** The Junior Production Company made their debut performance with Blabbermouth by Mary Morris. The company presented two performances to a full house in one of the school's dedicated drama rooms.
- **Junior Production Semester 2:** The Junior Production Company performed 5–minute fairytales to Kindergarten students at Glenmore Park Public School.
- **Year 11 Production of Bassett:** This production was doubled as their assessment for Elements in Production. It enables students to take part in all areas

of production; acting, set design, stage management, audio and lighting, directing and producing.

- Nepean Young People's Theatre Semester 1: Blackbox Theatre Performances of Two Weeks with the Queen by Mary Morris and Boy Overboard by Patricia Cornelius in C7 and D1 Drama Studios. In this performance students worked in collaboration with VET entertainment students who managed the production elements.

- Nepean Young People's Theatre Semester 2: Nepean Young People's Theatre completed a site specific theatre project at Fernhill Estate. Students presented Anybody for Tea? By Samuel French and an abridged version of Macbeth based on the work of William Shakespeare.

- Universal Languages: Senior Drama worked with Edinglassie Village in Emu Plains on a Reminiscence Theatre project. The theme this year was Food, students raised \$100.00 to go back to Edinglassie Village.

- Students in Year 7 & 8 won a TheatreSports Competition against other DEC schools.

- PULSE Film Festival: This is the second year our school has participated in the festival which is held at the Nepean Arts Centre. The Junior Film from the Film Ensemble was awarded for Best Soundtrack.

- Arts Alive Film Festival: This was the first year that Drama has entered this festival which took place at Dendy Cinemas in Circular Quay. The Senior Film from the Film Ensemble was awarded Best Drama.

- HSC Performance Evening: This was a showcase of the outstanding work created by HSC Drama students in 2016. It included a showcase of Individual Projects and Group Performances to our local community.

## Showcases

- There were two Drama Nights showcasing individual and group work from the year within classes and within the Ensembles.

- Collaboration Showcase "Australia". Drama Ensembles collaborated with Circus, Music and Dance to put together the Collaboration Mid-Year Showcase "Australia". Approximately 300 students were involved across all four faculty areas.

## Camps/Workshops/Representation

- State Drama Camps: This camp is facilitated by the Arts Unit, and focuses on furthering Year 11 students' skills in Drama in working with monologues, performance skills and collaboration.

- Arts Alive Drama Camp: This initiative is for Stage 5 Drama gifted and talented Drama students. Students participate in a 3-day camp and engaging in a range of practical workshops including: Commedia Del'Arte, Physical Theatre, Characterisation and Monologues.

- Inter-School TheatreSports Challenge: This program targeted Stage 4 Drama students from across the Sydney Metropolitan Region. Students work with practitioners to refine their performance and improvisation skills and then compete against team from other schools in a TheatreSports Competition. In 2016, Nepean CAPA High School was the winning school in this competition.

- Make-Up Workshops with Industry Practitioner: This workshop which was facilitated by Reece Green provided students with an understanding of foundational concepts of stage make-up in preparation for the Great Southern Land showcase.

- Workshops with Australian Theatre for Young People: As a part of the Year 7–10 Drama program, students participate in a range of workshops with leading arts organisations across Sydney. In 2016, students worked with artists from ATYP, focusing on areas including: Site-Specific Theatre, Digital Storytelling, Greek Theatre, Monologues and Political Theatre.

- Students represented in the Pulse Junior Drama Ensemble: This ensemble is organised by the Macquarie Park Directorate and focuses on increasing the visibility and capacity for students to participate in Drama in years 5, 6 and 7. Students in this ensemble participate in the Lights-Up Drama Festival, Penrith Valley Arts Festival and Pulse Showcase of Excellence in the Arts. In 2016, we Nepean CAPA High School had 5 Year 7 students gain entry into the ensemble.

- Students represented in the State Drama Ensembles in Years 8, 9, 10. This program is organised by the Arts Unit and takes the top students from across NSW and meets weekly to work on an original piece of theatre that is performed at the State Drama Festival. These ensembles are designed to showcase the outstanding skills of Public School students in Drama.

- Multicultural Playwright Program: This initiative encourages students from diverse cultural backgrounds or who use EALD to participate in a range of workshops and performances. Students worked with Zeal Theatre Company to create an original theatrical work and build connections with students from similar cultural backgrounds.

## HSC

- Mikaela Thornton and Lana Thomson were nominated for their Individual Projects.

- Year 11 and 12 students attended OnStage as an excursion.

## CIRCUS

### Ensembles/Companies

- Circus Company 1• Circus Company 2• Circus Ensemble 1• Circus Ensemble 2• Circus Ensemble 3• Hand Balancing Company• Hand Balancing Development • Collaboration Company

## Performances

- Schools Spectacular: 20 students from the Circus program were selected to be a Featured Ensemble who prestigious opportunity to be the opening act of the show with their act “O Fortuna” and then were joined by 350 dancers from various public high schools for “Sky Full of Stars & Wings”. The act featured aerial (silks and lyra), cyr, hourglass (structure), acrobatics, hoops, hand balancing and adagio.

- Southern Stars: A selected featured circus ensemble that had the opportunity to open the show with the act “Peponi” the students were joined by a solo pianist, and small vocal ensemble.

- PULSE: The Collaboration Company performed “Alice” on a unique hourglass structure, the group combines dance and circus seamlessly to tell the story of “Alice in Wonderland”. The Hand Balancing Company performed “The Incredibles” onstage at the Opera House with the Pulse Jazz Band.

- Operation Art: The Hand Balancing Company performed this routine “Uninvited” as part of the official opening of Operation Art at the Armoury Gallery.

- River4Ward: 2 circus students, Hannah Forsyth and Jessica Rynne were invited to perform on aerial silks with Jessica Mauboy in Melbourne for the Sony River4Ward Kids Cancer Fundraiser.

- iManifest Gala: Collaboration Company created and performed a site-specific work to original music by Kuren. The performance was directed by the musician and incorporated hip hop, contemporary dance, circus and strings.

- DanceLife: Collaboration Company and Hand Balancing Company performed “Uninvited” together to win the Entertainment section of the competition. Partnering Company performed “Thinking Out Loud” and came second in the Entertainment section.

- International Women’s Day: Hand Balancing Company performed their routine “I’m Yours” at an International Women’s Day event.

- Seniors Week Concert: Hand Balancing Company performed their routine “I’m Yours” and “Some Nights” at the Penrith Council’s annual Senior’s Week Concert at the Joan Sutherland Performing Arts Centre.

- Ultimo Dance Festival: Collaboration Company performed their work “Isolation & Connection” at the dance festival.

- State Dance Festival: Collaboration Company were selected to perform their work “Isolation & Connection” at the State Dance Festival, performing twice during the Festival week.

- Lighthouse Project: Collaboration Company

performed their work “Isolation & Connection” in the Lighthouse Project performance which highlighted exceptional works from Performing Arts High Schools in NSW.

## Showcases

- Circus Showcase: In 2016, the Circus Showcase went over two nights, celebrating the work of the Stage 4 and Stage 5/6 curriculum programs. The showcase comprised of individual and group performances created through classwork and in the circus co-curricular programs.

- Collaboration Showcase “Great Southern Land”: The Circus Companies and Ensembles collaborated with Dance, Music and Drama to put together the Collaboration Mid Year Showcase “Great Southern Land”. Approximately 300 students were involved across all four faculty areas.

- Christmas with the Cows: An informal Christmas themed performance opportunity in the Launchpad.

## Creative Arts

The Creative Arts Domain recognises its role as being at the forefront of progressive Arts and Design Education. Linking with tertiary education, creative industries and professional Visual Artists sparks artistic aspirations and our specialist point of difference. This is evidenced by:

- Beastman in residence and piece creation from August 22nd 2016.

- Creative Connections with Western Sydney University, The Lewers Bequest and Nepean Arts and Design Centre.

- Nepean Creative Arts students create a back drop for the Australian Gymnastics competition.

- Create to Thrive 30-day production pledge and exhibition lead by Artist and Educator, Corinne Loxton.

- PUNUKU TJUKURPA exhibition and workshop with three Aboriginal artists from Uluru, Northern Territory at Penrith Regional Gallery & Lewers Bequest.

- Art Dreaming originated as an experience platform for our indigenous learners.

- Breadth of Creative Arts offerings introducing Visual Design and Photographic and Digital Media in Stage 4, Stage 5 and 6. Educators established and model a culture valuing studio practice which extends Gifted and Talented capabilities through technical development and conceptual resolution. This is evidenced by:

- Studio capital in the area of ceramics via the purchase of 3 throwing wheels.

- Intensive Studio launched twice a week in order to extend specialist investigations and technical skills.

- Art Edge began providing opportunities for students to demonstrate their talents through entering artworks into a variety of competitions and shows. This opportunity is offered twice a week.

- Initiated the electronic audition brief based in practical and theoretical arenas of the subject.

Creative Arts students experience extensive recognition and success for creative achievement across a plethora of platforms. Embracing the breadth of communication avenue to inform diverse audiences about learning outcomes, opportunities and successes has emerged. This is evidenced by:

- Year 8 students Eunji Suh and Courtney Ferguson artworks selected for the DET Nagoya Artists exchange in Japan.

- Harmony Day poster Ariadne Cabanero Yr 11 Western Sydney Regional winner, Regional Runner Up Georgia Moore–Garland.

- NSW Reconciliation Challenge: Emma Jackson's and Bethany Price's Highly Commended artwork selected for regional gallery tour.

- First Recipient of the Emerging Artist Award: Lorelei Spek which was sponsored by Eckersley's.

- Lorelei Spek placement and acceptance in the National Art School, Darlinghurst. • Camden Show results: 3 major awards. Ariadne Cabanero Year 11 Most Successful Youth Section, Georgia Moore–Garland Most Outstanding Juvenile Artwork and Jordan Podmore Most Outstanding Juvenile Painting.

- New web site material developed with Virtual Gallery. • Penrith Show Results: Best Exhibit Year 9/10 student – Sarah Cregan • 1st Place: Mia Van Den Dolder – Stage 5 Collage, Angela Maynes – Year 9 Drawing

- Bea Saunders – Stage 7 Drawing, Bea Saunders – Stage 7 Painting, Ariadne Cabanero – Stage 6 any visual Art work, Sarah Cregan – Year 10 Painting, Chene Bandong – Year 9 Painting

- 2nd Place: Lilian Petrovski – Year 7 Painting, Sarah Cregan – Year 10 Painting, Salome De Leew – Any Visual Artwork

- 3rd Place: Salome De Leeuw –Printmaking, Georgina Bunting – Year 11 Painting, Jasmine Culley – Year 7 Painting, Judges Encouragement Award – Sarah Cregan Yr 10

- Archibull based on the cotton industry was a finalist and on display at The Royal Easter Show.

- Design an Ad winning \$3000: Georgia Moore Gardiner 1st in Hawkesbury Paper, Ariadne Cabanero 1st in St Marys/Mt Druitt, Emma Jackson –1st in Blue