

Northmead Creative and Performing Arts High School

Annual Report



2017



8229

Introduction

The Annual Report for **2017** is provided to the community of **Northmead Creative and Performing Arts (CAPA) 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.

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School background

School vision statement

Northmead Creative and Performing Arts High School develops outstanding 21st century learners who excel not only in literacy and numeracy but in creativity, critical thinking, innovation and collaboration.

1. 95% of students plan tertiary education after leaving school and 40% of students seek university entry.
2. Improvement in average growth and value added data to state average
3. 20% of all students achieve Band 5 plus in external examinations
4. 90% of students achieving benchmark standards in ACARA/BOS capabilities
5. All students demonstrate growth in the 21st Century skills of creative and critical thinking, innovation and collaboration

School context

Northmead Creative and Performing Arts High School (enrolment 1050 students) focuses on and has a proven record of success in the creative and performing arts, academic, vocational and sporting areas.

The school has a committed, dynamic teaching, administrative and executive staff with a range of experience. Support for the school is strong in the local community. The school values of Respect, Responsibility, Commitment, Community and Tolerance underpin all programs and practices within the school. The school has developed the Principles of Effective Teaching which underpins all teaching practice at Northmead CAPA High School. Our teachers are passionate about teaching and embody the school's values. Our teachers strive to improve both their professional knowledge and practice through their personal attributes, skills and knowledge, to advance a sense of community and tolerance in all members of the school community to achieve excellence in learning. The needs of our learners are met through a broad academic curriculum, strong vocational programs and targeted quality Creative and Performing Arts programs in Visual Arts, Dance, Drama and Music. School programs are complemented by a wide range of extra-curricular programs. There is a strong focus on collaboration, critical thinking, creativity and innovation, both in teaching and learning. Leadership is actively developed for the teaching staff through targeted high quality professional learning and leadership pathways. Student leadership is developed in sport, creative and performing arts, multiculturalism, school service and the community.

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 future directions.

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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

1. Learning –we are sustaining and growing

Northmead CAPA High School prides itself on its inclusive learning culture. Project Based Learning(PBL) is a school focus which enhances the development of future based skills for university and work. Students are given the opportunity

to think critically, be creative and innovative which is accompanied by the ability to collaborate and communicate effectively. Project Based Learning immerses students in relevant learning experiences and real life application of learning. It enables the community to be involved. Teaching programs are audited and revised ensuring they meet the needs of students. Reporting to parents includes progress on outcomes, PBL outcomes, achievements and extracurricular activities which include: Wakakirri, Ensembles and Company in Music, Dance, Drama, and Visual Arts, homework clubs, NSW State Ensembles and many external competitions and performances. Classrooms are positive places for students which is evidenced in the TTFM surveys and by the excellent student attendance records. The school offers an array of programs to engage students in the appropriate level of learning– Gifted and Talented, English As a Second Language, educational support, creative and performing arts, welfare eg Young Blokes program and leadership. Some of these programs are delivered in conjunction with outside providers. The school prides itself on a broad range of subjects that provide multiple pathways for students for a variety of post–school destinations.

Student Wellbeing is an important aspect of school life. There is a range of policies, programs, processes and initiatives to support the student's wellbeing, some of which are supported by external agencies and community support groups and require students to contribute to the school, the local and global community eg Maxpotential (local) and World Vision (global), Constitution Hill Retirement Village (local) Hills Special School (local) Social Justice group (school), SRC (school) Multicultural group MCC (school). The school is working towards broadening these initiatives and increasing the number of students involved. Student success and contributions are acknowledged through the newsletter, Facebook, the website, school app, assemblies, Recognition Celebrations and public presentations.

The school promotes both curricular and extracurricular activities which support student development and citizenship: Red Cross, Parramatta Mission, Model United Nations(MUNA) and White Ribbon. School based initiatives include: primary transition and link programs, instrumental and vocal tutoring, various performance companies, provision of vocational education opportunities, careers program, transition to university and transition to work initiatives which support the specific needs of students. Quality teaching is at the heart of the school and we continue to strive towards improving evidenced based practices in curriculum and learning which has also been a focus of our Professional Learning Teams in 2017 eg Using data in the classroom, Creativity and Critical Thinking, Literacy and Numeracy implementation.

Assessment and Reporting continues to be a focus for future learning. The staff this year has engaged in professional Learning on formative and summative assessment, analysed programs to identify assessments in the programs and has sought to streamline the management of assessment. The use of data to inform student learning and teaching needs a systematic approach across KLAS. Students are asked to reflect on their learning at semester end reporting periods and some students use this to develop learning goals for the next semester. The Year 12 Mentoring program and the Year 11 Growth program formalises this approach with key reflection times and mentoring sessions, developing and refining learning goals and tracking individual student growth. Parents receive information about their child's learning through reports and parent teacher interviews.

NAPLAN results for 2017 show that Year 9 students have had greater than or equal to expected growth in Numeracy: 79.5%; Writing: 68.1%; Reading: 68.5%.

The HSC results from thirteen areas of the school are above State average– Community and Family Studies, Engineering, English extension 1 & 2, Mathematics General 2, Mathematics 2 Unit, Music 1, Music 2,, Music Extension, Software Design and development, Textiles and Design, Visual Arts, Japanese Beginners, Construction.

In total, for the HSC, the school achieved 29 Band 6 and 32% of all results were either Band 6 or 5..

As part of the annual evaluation procedures, faculty leaders closely analyse HSC course results and make recommendations for action for improved results. Their recommendations include in:

TAS – teachers will :raise expectations for quality student work and change the culture of work ethic in TAS subjects in Stages 4 and 5.

Mathematics– teachers will: develop differentiated approaches after conducting data analysis of HSC results.

English– teachers will: focus on developing explicitly: creative writing skills through a sequenced approach to skill development from years 7–12 and explicit practice at answering a variety of different question styles.

HSIE– teachers will: engage collaboratively in specific data analysis in order to inform program development and teaching practice; continue to use ALARM to improve the quality of extended responses.

LOTE–teachers will: utilise individualised learning strategies to develop the student skills in conversation and writing.

Science– teachers will:: explicitly teach the skills necessary for processing information and communicating findings using scientific language and conventions; model and scaffold excellent written responses ensuring deconstruction of the requirements of the answer.

CAPA– teachers will: employ a wide variety of strategies to improve student writing skills, extend students' skills in aural work (music), provide access to senior HSC markers and their feedback on performances in preparation for the HSC.

PDHPE– teachers will: review and refine teaching practices to improve student engagement; explicitly teach writing skills using ALARM and a range of writing strategies to improve the quality of written responses.

2. Teaching

Throughout the year PDHPE was externally reviewed and audited against NESA syllabus requirements. This has led to review and development of teaching and learning programs. The review identified areas for revision in the effective alignment of assessment processes with teaching programs and in the delivery of the Stage 5 PDHPE programs. While all stages identified a clear understanding of assessment requirements, the importance of employing a greater variation in assessment style and providing more consolidated feedback were highlighted. Identified cyclical review strategies and the development of a shared google drive for teaching resources and detailed program registration were also implemented. Changes to the delivery of Stage 5 PDHPE programs, with one teacher delivering both the physical and theoretical aspects of the course will be put into place in 2018 with both teaching staff and students identifying a greater need for time to be spent on the theoretical aspects of the Health course that were identified by students as relevant, engaging and interesting.

External data from NAPLAN, ROSA and HSC is analysed by Head Teachers and the senior executive and the analysis is used to inform school's planning processes and key decisions. Each year Head Teachers engage in a Faculty Reflection which is a deep analysis of external and internal data, acknowledging strengths within the faculty and areas for development and is referenced to the School Excellence Framework. The professional dialogue with executive enables executive to research, discuss and plan for the use of more extensive student data in their planning processes. Formative assessment continues to be a focus and Head Teachers along with faculties are developing strategies to use more formative assessment processes to inform their teaching.

The Professional Learning structure is a formalised process. Leaders were trained on how to be good facilitators, conduct action research, use and analyse data to inform the development of projects. The model development also included reporting and analysis of research, the action research project and the development of proposals for whole school implementation. Teachers select particular research groups which are led by aspiring leaders/ peers who have expertise in the nominated area. The projects addressed such issues as Sustainability, Google classroom, Literacy in the classroom, Creativity and Critical Thinking, Student Engagement and Attendance, Innovation and Wellbeing.

Collegial Practice in 2017 was extended to include all teachers which was based on classroom observation, professional dialogue, ENVOY and the school's *Principles of Effective Teaching*. It provided opportunities for staff to observe, be observed and engage in formal professional dialogue about their teaching with opportunities to reflect on both the positive and the areas for development.

Teacher learning and development is integral to the school's ethos. To improve student outcomes there must be informed quality teachers who lead the learning in classrooms. Staff need to keep abreast of the changing educational views and digital developments in order to engage and meet the needs of students. School professional learning is aligned with the school plan and delivery is multifaceted: whole school learning, individual learning and self identified targeted team learning.

Strategic Direction 1– Curriculum, Assessment and Pedagogy

Work has continued on quality teaching and assessment through:

- Future focused learning: GoogleChrome in the classroom. This was delivered by Maria Scott and Casey Johnson through a series of workshops and subsequent weekly pop up sessions for staff, as well as, boot camp for Year 7 students and parents.
- Literacy across the school: These two extended afternoon professional learning sessions focused on developing Literacy and Writing in all classrooms. It saw the adoption of ALARM, a process for the whole planning and writing cycle
- Formative and summative assessment.
- Professional Learning teams focused on: Critical thinking, Creativity, Literacy, Data, Wellbeing,

Strategic Direction 2 Differentiated learning

Professional learning focused on:

- Choice Theory and Reality Therapy. the focus was on developing positive relationships and understanding the motivation for behaviour. It provides teachers with strategies based on intrinsic motivation enabling them to develop positive relationships and helping students to focus on responsibility and commitment in both learning and behaviour. NESA accredited and the course was delivered by Judy Hatswell and Rob Stones.

- ENVOY
- Writing in the middle Years
- Whole school approach to Literacy
- Teaching refugees in the classroom: This course runs over a ten week period, where teachers learn about how to best teach new arrivals . The course is presented by Ms Goldstein and is a NESA accredited course.
- Curriculum differentiation and teaching gifted and talented students. This is the school's ongoing NESA accredited program: three days of workshops focusing on curriculum differentiation, underachievement, planning units of work and the presentation of an individual action research program. It uses differentiation to develop creativity, critical thinking and problem solving. The course is presented by Gateways consultancy with facilitator Ruth Phillips. 99% of staff have been fully trained.

Strategic Direction 3 – Learning Culture

Our professional learning and practice focuses on:

Professional Learning Teams: These teams meet regularly and are focused on research and action research projects in targeted areas such as Welbeing, Student Engagement and attendance, and other areas as mentioned in Strategic direction 1.

Early career teachers meet regularly and have undertaken an Induction program. This group shares professional dialogue, learning, behaviour management strategies and problem solving. It also features a component on peer observation and feedback leading to teacher reflection practices. They are currently working towards accreditation.

The Professional Learning Framework and PDPs enables teachers to plan their individual professional learning which is aligned with school plans and directions. This enhanced process enables teachers and supervisors to reflect on goals mid term and facilitates meaningful professional dialogue on progress of goals at the end of the year supported by evidence selected by the teacher. It also provides the avenue for teachers to receive meaningful written feedback from their supervisors and assists in the development of professional learning plans for the following year.

Practices include:

Student Celebration Assemblies where each term individual students are acknowledged for their success across the key learning areas.

Technology Tuesdays: pop up sessions on using the diverse tools with Google are explored in the context of classroom delivery

Year 7 New Beginnings Program which focuses on orienting students to high school life with sessions on team building, peer support, google, helping others, Literacy and Numeracy

Year 11 Transition to the Senior School Program enabled new senior students to understand the demands of senior studies and the organisational skills necessary for successful learning.

Drumbeats: a specialised counselling ten week program for students which focuses on delivering counselling through music Delivered by Renee Trenear.

Mid and end of year Showcase at Riverside Theatre

Google Boot camps for parents

3. We are sustaining and growing

Opportunities for **leadership** are provided to staff through involvement in the Student Wellbeing, Leadership and Learning Team, the School Executive, the Gifted and Talented Team, Professional Learning Teams and the Gifted and Talented Team. Student leadership opportunities exist in student involvement in the Student Representative Council, Multicultural Committee, Senior Prefects, Prefects, House Captains, Peer Support Leaders, Women's Leadership Group and for the Top Blokes Program and Real Men, Real Choices program. Additionally, many staff take on additional positions of leadership in the coordination of educational and extra curricula activities based on their level of expertise and experience. The school has productive relationships with many external agencies including Lachlan Macquarie College, Max Potential (student leadership), AUSIP (student work placement), MTC Australia (transition to work programs) and Parramatta College (students at risk). Our ongoing relationships with Northmead Uniting Church (Stations of the Cross –annual art exhibition), Northmead Public School (Links Programs), The Hills Special School (student service), Rotary, Lions Club and Zonta and local businesses ensure the school maintains strong community ties. Local media consistently promote the outstanding achievements of our students.

Resources are used strategically to benefit student educational outcomes, school management systems, structures and

processes to continue to deliver services for all school members. Resource allocations reflect student numbers, involvement and participation in different areas in the school.

The Principles of TEffective Teaching at Northmead CAPA High School embodies the school expectations, belief and aspirations for optimal student learning. An evidence based approach underpins school planning, implementation and reporting. Programs within the school are regularly evaluated with staff, students and the wider school community with recommendations leading to changes and improvements.

At Northmead CAPA HS the school leadership team actively seeks feedback from the school community for whole school improvement through:

- Survey instruments (from parents, teachers and students) regarding PBL, the school Chromebook program and the Tell Them From Me survey
- Student feedback and presentations
- External audits of teaching programs
- Parent feedback from P and C meetings , school reviews and TTFM.

Strategic Direction 1

Curriculum, Assessment & Pedagogy

Purpose

The development and implementation of quality curriculum and assessment which is designed to meet the needs of 21st Century Learners and to maximise the learning for each student.

Overall summary of progress

Project based learning

All stage 4 and 5 students were involved in two projects this year. These projects aim to promote future focussed skills through, working collaboratively, questioning, investigating and explaining. This approach encourages students to connect, self-direct their learning, build resilience and initiative and to think critically and creatively.

In 2017 the projects were: Safety, Australian identity, Creative Process, Reflecting Culture, Power of Persuasion, Sustainability, constructive Defiance, Survival

School Community feedback

Numerous surveys were conducted at the completion of each project to gather information about the progress of PBL in the school from the perspectives of students, parents and teachers. The feedback from the school community and suggestions were acted upon These include:

Protocols for feedback developed;

Time to be allocated within and outside school for completion of projects;

Time allocated for Year 9 students to review work using warm and cold feedback strategies to guide further development,

Time given for working on projects post feedback

Use of self reflection and peer evaluation on future focussed learning

PBL reported on individually on reports

Google classroom used for communication with parents, resources, feedback, helpful hints, and exemplars

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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All students 7–10 participate in cross curricular Project Based Learning activities at least once each semesterStudents all reflect on their learning progress and set learning goals each semester.80% of parents positively review Curriculum and Assessment practiceLiteracy and Numeracy Continuums are implemented in each KLA and all programs.	\$5,746	<p>100 per cent of students participate in PBL twice per year</p> <p>Growth Program implemented for Year 10 into Year 11 to set learning goals and reflect on their progress</p> <p>89% of parents positively reviewed PDHPE lessons and programs as relevant and valuable</p> <p>82% of parents were happy with the level of reporting</p> <p>67% of parents believed that teachers give effective feedback</p>

Progress towards achieving improvement measures

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<ul style="list-style-type: none">• All students 7–10 participate in cross curricular Project Based Learning activities at least once each semester• Students all reflect on their learning progress and set learning goals each semester.• 80% of parents positively review Curriculum and Assessment practice• Literacy and Numeracy Continuums are implemented in each KLA and all programs.		<p>Faculties examined programs utilising SMART data to make Literacy and Numeracy adjustments</p> <p>77.5% stage 4 parents endorsed the current curriculum structure</p> <p>70.8% of all parents endorsed their satisfaction with the broad curriculum provided to students to meet the students' individual needs</p>

Next Steps

Teachers use data to support student goal setting and achievement of goals

Teachers understand and use the learning progressions to inform lesson design

Teachers understand that high expectations can only be achieved by embedding them into their practices

The principles of growth mindset and Choice theory are used to promote student responsibility, positive behaviour. and academic success.

Strategic Direction 2

Differentiated Learning

Purpose

The development and implementation of quality differentiated personalised learning programs that give each student the opportunity to excel and achieve their personal best.

Overall summary of progress

Critical and Creative thinking:

- To ensure all our teachers are equipped and confident in differentiating the curriculum appropriately for students, we have continued our Northmead CAPA High School GAT Certification Program. Fifteen teachers completed the program which has three focus areas: Curriculum Differentiation, Underachievement, and Programming. Teachers also presented their action research projects as part of this certification process.
- All students in Stage 4 and 5 extension classes engage in the Gifted and Talented program involving extension activities and assessment strategies.

Gifted and talented enrichment weeks

These weeks give students opportunities to collaboratively explore a variety of problems and situations while also attempting to find possible solutions.

The themes include:

Year 8	How is reality constructed?	Term1	Does choice make a difference	Term 3
Year 7	How do you know who dunnit?	Term 2	Is laughter the best medicine?	Term 4
Year 9	Cockatoo Island Site Study	Term 2–3		

In meeting regularly, the GAT committee, consisting of a staff member from each faculty, allows staff to practice leadership roles in the running of these events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell them From Me (TTFM) data shows improvements in intellectual engagement measures by 15% HSC results in all courses are equivalent to, or better than state average 85% of students achieve or exceed expected growth in internal and external measures	\$25,232	TTFM data shows that students are intellectually engaged and find learning interesting, enjoyable and relevant: School 45% ; NSW Government 46%.. Improvement is not able to be demonstrated as the previous data was based on a selected sample as opposed to a whole school sample in 2017. Measurement of effective student differentiation on the high skills–high challenge measure increased to 42% 41% of the girls and 44% boys were intellectually engaged. The NSW norm for girls is 43% and 48% for Boys. 56% of the Year 7 cohort were engaged . Rigour, Relevance and Effective Learning time all increased in 2017 these measures were 5% above state average by the end of 2016. the percentage of students achieving in the Top two bands rose by 7.2% in Reading; in Numeracy in the top Band by

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Tell them From Me (TTFM) data shows improvements in intellectual engagement measures by 15%</p> <p>HSC results in all courses are equivalent to, or better than state average</p> <p>85% of students achieve or exceed expected growth in internal and external measures</p>		<p>6.2%: Measurement in the top band 8.2% and Algebra in the top band by 7%</p> <p>In 2017 HSC results in the top 2 bands (5 & 6) improved with 29 Band 6. 32% of all results were in the top 2 bands..</p> <p>13 out of 36 subjects performed above state average.</p>

Next Steps

All courses are supported by engaging teaching programs and assessment tasks that embed differentiation and higher order thinking activities.

New staff are trained in the Northmead CAPA certificate for Teaching Gifted and Talented students.

Teachers employ authentic learning experiences that integrate the skills of problem solving, critical thinking, collaboration, communication and creativity.

Teachers have a deep understanding of differentiation.

GAT enrichment weeks are revamped to further heighten the skills of collaboration, student direction, problem solving, critical thinking, communication, critical thinking and creativity.

A Professional Learning Team is developed to address the issues and further enhancement of Gifted and Talented Education and to review new DoE policies.

Teachers have a deep understanding of evidence informed practice in order to enrich students' learning.

Strategic Direction 3

Learning Culture

Purpose

The development and implementation of a learning culture which fosters leadership, innovation, creativity, critical thinking and collaboration at teacher professional level within classrooms, beyond the classroom including the wider community.

Overall summary of progress

Our learning culture is one where learning is valued at all levels in the school: Community, Staff and Students. Our learning has focused on:

- Professional Learning teams : these teams met regularly and focused on Action Research projects in targeted learning areas: accreditation, accreditation at the higher levels, Data use, Creativity, Higher Order Thinking, Sustainability, digitising the Curriculum
- Induction program : this group meets weekly to give and receive feedback on classroom practice, familiarisation with DoE policies and procedures, and engage in reflective practice of classroom practice with a Head teacher mentor.
- Drum Beats program is a focus on social connection. The program runs every term for invited students. It focuses on the importance of relationships and is relevant across cultures, genders and age groups. It aims to build healthy relationships which are the building blocks of happy and productive lives.
- Showcase: these are the school's performance showcase evenings where student learning in the various CAPA faculties are celebrated at mid year and end of year. Two hundred and fifty students take to the stage to perform the skills they have learnt and developed through their curriculum studies.
- Celebration of Success Assemblies: these are held terms 1,2,3,4. They celebrate achievement of many students in each subject for effort and participation in class and the community, and academic achievement. These celebrations have been highly valued by the school community.
- Professional Learning Opportunities: all staff are given time to develop their Professional Development Plans (PDP) to research and plan for their personal professional learning goals aligned with the School Plan, guided by their supervisor. The school then makes professional learning opportunities available to staff in line with the PDPs.
- Vocational Education (VET) teachers are required to engage in external accreditation which requires current work industry practice, sharing expertise and high levels of content knowledge.
- Technology Tuesdays: conducted every Tuesday by the Head Teacher for Teaching and Learning. This individualised approach was designed to meet the varying needs of individual teachers.
- Orientation program for year 7: planning was conducted to design a new orientation program for Year 7 students with a strong focus on wellbeing.
- Orientation program for year 11: planning was conducted to design a new orientation program for Year 11 students with a strong focus on wellbeing, goal setting and developing aspiration
- The first stage of the Growth Program for new Year 11 students 2018 was delivered.
- Google Training (Google boot camp 1 & 2) for Parents. A learning experience for parents so that they can stay abreast with the technology developments and demands of their child and offer valuable support at home.
- In 2017 the professional learning program also included compliance with DoE requirements
- completion of all mandatory training requirements

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrating responsibility for professional learning	\$63,141	Staff regularly engage in Professional Learning, individually identified PL, whole school PL and teacher selected PL in Professional Learning Teams(PLT) and participate in action research which is then presented to whole school.
All staff have Personal Professional Development Plans (with 3–5 goals)	\$200	All staff complete their PDPs completed, each with a minimum of three goals which are aligned with School Plan and the Department of Education's Priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 15% of teachers participate and review positively our program of Collegial Practice	\$5,304	All teachers engaged in Collegial Practice. Evaluations were positive in listing this as a worthwhile professional learning experience.
All VET Frameworks pass ASQA audit	\$10,050	Internal RTO audit scheduled for 2018. No audits for VET in 2017. HT VET routinely completes compliance as mandated by the RTO Implementing a new Framework in Retail Services in 2018. Successfully conducted Entertainment Specialisation

Next Steps

Further develop an ongoing mentoring and Growth program for Year 11 students..

Teachers employ multiple communication channels to build and maintain connection with the school community.

Teachers understand and implement shared school wide responsibility for the engagement of ATSI and EALD students in deliberate individualised learning in reading and writing.

Teachers use effective feedback to improve student growth in learning.

Teachers understand and model the school wide approach to values, learning, behaviour and wellbeing.

Teachers use assessment for the purpose of building learning and inform teaching practice.

Teachers have a deep understanding of evidence informed practice as reflected in each individual's PDP.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,464	<p>The 24 Aboriginal students at Northmead CAPAHS had personalised learning plans (PLPs) in place and support provided to encourage success at school. Our Aboriginal co-ordinator utilised Professional Learning addressing the 8 Aboriginal Ways of Learning in the development of these PLPs. The school facilitated the connection to the Aboriginal communities by continuing the Acknowledgement of Country at all formal assemblies, embedding Aboriginal history and perspectives in the curriculum and celebrating at a whole school NAIDOC week. ATSI students increased their participation in AIME through regular attendance.</p>
English language proficiency	\$56,674	<p>Financial support has been provided for assistance with school fees, uniforms, camps, extracurricular activities, laptops and other school supplies. Some students have received additional support in the classroom based on NAPLAN and internal assessment data. Many of these students have also been supported by the Refugee Transition program and coordinator which seeks to provide a voice for new residents and also to provide Australian cultural experiences.</p> <p>Sport Linx with STARTTS Youth program worked in partnership with the school for one term. Ten students focused on team building and leadership.</p> <p>Students in Year 11 were supported by Macquarie Mentoring. The program focuses on building academic confidence, pathways, knowledge, and interpersonal skills which culminated in a visit to Macquarie University. Students experienced hands on content from different faculties within the university.</p> <p>In addition the Refugee Homework Club operates weekly supporting the students' learning with tutors from UWS and teachers from the school.</p>
Low level adjustment for disability	\$119,400	<p>The Student Wellbeing, Leadership & Learning Team (SWLL) have co-ordinated support for students with disabilities. This has included:</p> <ul style="list-style-type: none"> • access to Student support Learning officers (SSLOs) and itinerant support Officers in classroom settings • inclusion in targeted literacy and numeracy programs: Blitz Reading program and Add it Up! • providing special provisions for assessments and examinations • Provision of the Wellbeing, Independent Student Education Centre (WISE) to assist students in accessing mainstream education. • developing, monitoring and evaluating the effectiveness of Personalised learning Plans

Support for beginning teachers	\$62,954	<p>In 2017 Northmead CAPA High School supported eight beginning teachers: six in their first and 2 in their second year of teaching. Beginning teachers were provided time with their mentor to develop their understanding and application of the Australian Professional standards for Teachers. As part of their Induction process. beginning teachers met with their Professional Practice Mentor weekly to collectively discuss their practice and provide each other with feedback, shared experiences and ongoing support</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	484	504	523	517
Girls	498	504	496	505

Teacher (Administration Student Services) the SWILL team (Student Wellbeing, Leadership and Learning), and the Deputy Principals. Students are counselled and mentored by Year Advisers, the School Counsellor, or the Head Teacher Student Services. Unauthorised or excessive absenteeism is followed up by the Deputy Principals, wellbeing reports and interviews with carers and parents.

Non-attendance over an extended period is referred to the HSLO who then works with families to improve school attendance.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.1	93.2	93.9	94.4
8	90.7	91	92.7	91.1
9	91.8	89.1	89.1	91.6
10	90.5	86.9	87.7	88.7
11	92.5	86.1	87.9	90.5
12	90.7	89.3	87.4	88.6
All Years	91.6	89.4	89.9	90.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The overall attendance rate for the school is 90.90%, which is above state average. Students taking unauthorised leave (that is leave for matters other than to attend a school or State sanctioned event) could not be granted an exemption from attending school. This mainly applied to those students taking extended periods of time off school for family holidays.

Management of Non-attendance The school has an electronic roll marking system. Rolls are marked each lesson by the classroom teacher. Parents are informed of their child's absence (whole day or part day) via a personal SMS. Excellent school attendance is recognised at School Recognition assemblies and with an annual Rewards Day.

Student attendance records are monitored by the Head

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	0	0	23
TAFE entry	0	0	12
University Entry	0	0	59
Other	0	0	3
Unknown	0	0	0

In 2017 133 students sat the HSC:

By far the greatest number of students accepted a university offer, which included those who gained entry into pre-university colleges. opportunities for students to access career education and information included:

- Specific vocational courses: Animal Studies, Construction, Hospitality, Entertainment, Hairdressing, Beauty Therapy, Automotive Mechanic, Electrician, Retail, Health Services Assistance, Tourism and Events, Children's Services, Screen and Media, Plumbing and Property Services.
- Career orientation visits to universities and TAFE: IT and Engineering at UTS; Engineering Information Day at UNSW; Careers in Medical Research at the Garvan Institute; Enmore TAFE Design Centre; Ultimo TAFE visit; Inspiring Apprentices; Granville TAFE Open Day; Mt Druitt TAFE Prac Day; Western Sydney Careers Expo; Western Sydney University U Day and the WorkReadiness Program with AusSIP.

Year 12 students undertaking vocational or trade training

Construction

Only 6 out of possible 15 completed the HSC examination. Five students received a band 4. Further work can be done with the students to move the students from a band 4 into a band 5. There needs to be more of a focus on writing techniques relating to the extended response with the incorporation of more industry specific knowledge.

Hospitality

5 out of 17 students completed the examination in Hospitality. There was 1 Band 5 and 4 Band 4s which has shown the move out of Band 3 and into Band 4 and the upward push into band 5. There was an elimination students achieving in Bands 2 and 3. 14 students received Certificate 2 and 3 students received a Statement of Attainment. Our year 11 hospitality students had the privilege of hosting the third Annual Rotary Youth Vocational Awards at the school with guests from the schools in the Parramatta region. They also had the opportunity for a restaurant take-over at Enzo's Cucina through our school partnership. For the first time approval was given for Hospitality to be run in Stage 5. 22 students took up the offer and completed the first year successfully.

Entertainment

17 out of 18 possible candidates sat the HSC examination in Entertainment. Results this year 2 Band 5s, 9 Band 4s and 3 Band 3s. This was a huge improvement on previous years with 50% of students completing the examination at higher levels. Entertainment has also been approved to deliver the specialisation in Entertainment with the Year 12 being the first group to go through with a 100% take up of the class doing the specialisation. Entertainment has provided our students with many simulated experiences and the end of year production of the school Showcase, giving students that hands on experience.

Entertainment Extension

This course was offered for the first time in 2017. 18 students completed the course and attained Certificate 3 in Live Production and Services.

Sports Coaching

13 students completed Sports Coaching and 2 students received Certificate 2 in Sports Coaching and 11 students received a Certificate of Attainment.

Year 12 students attaining HSC or equivalent vocational education qualification

133 students attained their HSC.

RTO exit survey data

The exit survey that is carried out by the Macquarie Park RTO has shown that 27% of our students are from non-English speaking backgrounds.

12% of our students completed more than 1 VET course as part of their HSC study path.

100% of our students believed that their chosen course provided them with an awareness of industry practices with 90% of these believing that the course prepares students well for work in the industry.

96% of students believe the teacher has a thorough knowledge of the course content and that they assess them fairly, understood their learning needs and allowed for questioning. They also believe the school has up to date industry equipment. Over all 87% of students were satisfied with their training.

34% of our students are undertaking apprenticeships in industry after leaving school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	50.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	12.77
Other Positions	1

*Full Time Equivalent

Northmead Creative and Performing Arts High School has 0.80% of Indigenous staff working in the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	49.3
Postgraduate degree	50.7

Professional learning and teacher accreditation

61% Teachers are in the first ten years of their teaching service and are accredited with the NSW Institute of Teachers at Professional Proficiency.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	453,121
Global funds	320,845
Tied funds	374,627
School & community sources	370,636
Interest	4,662
Trust receipts	19,596
Canteen	0
Total Receipts	1,090,367
Payments	
Teaching & learning	
Key Learning Areas	130,653
Excursions	65,970
Extracurricular dissections	61,690
Library	2,218
Training & Development	160
Tied Funds Payments	199,349
Short Term Relief	37,401
Administration & Office	98,059
Canteen Payments	0
Utilities	47,358
Maintenance	110,153
Trust Payments	24,032
Capital Programs	0
Total Payments	777,044
Balance carried forward	766,444

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,952,265
Appropriation	1,437,928
Sale of Goods and Services	74,812
Grants and Contributions	430,970
Gain and Loss	0
Other Revenue	5,937
Investment Income	2,619
Expenses	-1,167,884
Recurrent Expenses	-1,167,884
Employee Related	-442,694
Operating Expenses	-725,190
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	784,381
Balance Carried Forward	784,381

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,786,207
Base Per Capita	155,730
Base Location	0
Other Base	8,630,477
Equity Total	512,777
Equity Aboriginal	14,446
Equity Socio economic	179,346
Equity Language	92,490
Equity Disability	226,496
Targeted Total	31,856
Other Total	182,186
Grand Total	9,513,027

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

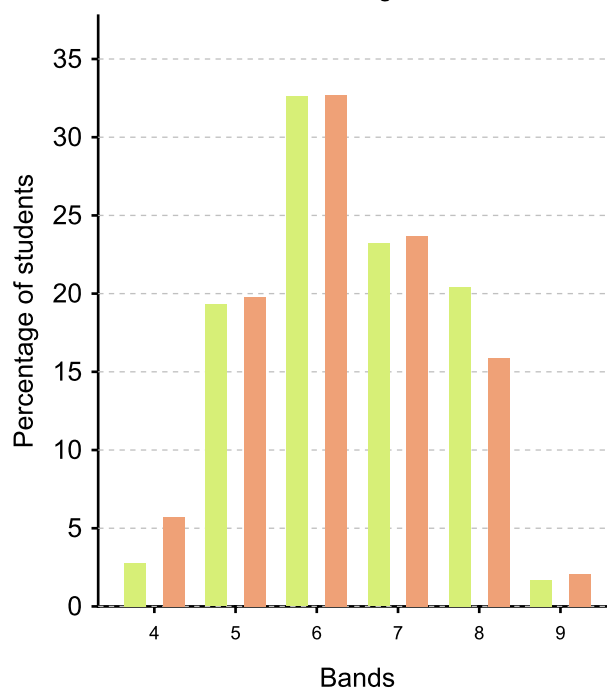
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

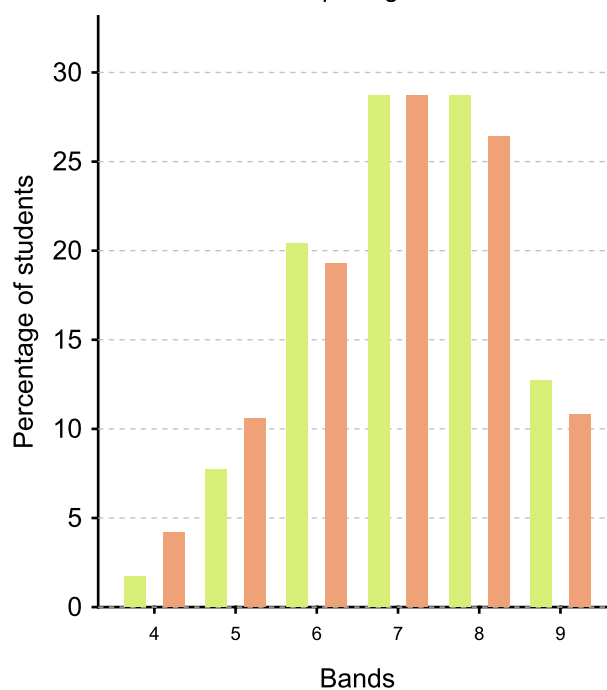
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.8	19.3	32.6	23.2	20.4	1.7
School avg 2015-2017	5.7	19.8	32.7	23.7	15.9	2.1

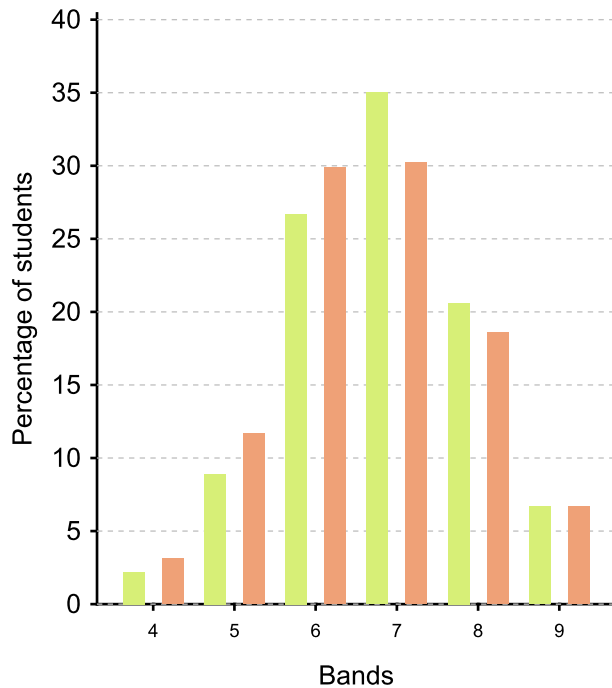
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	1.7	7.7	20.4	28.7	28.7	12.7
School avg 2015-2017	4.2	10.6	19.3	28.7	26.4	10.8

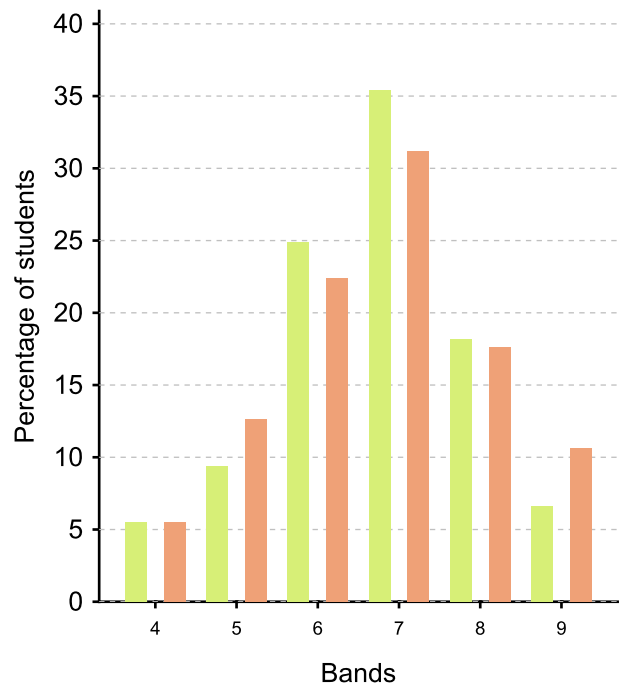
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.2	8.9	26.7	35.0	20.6	6.7
School avg 2015-2017	3.1	11.7	29.9	30.2	18.6	6.7

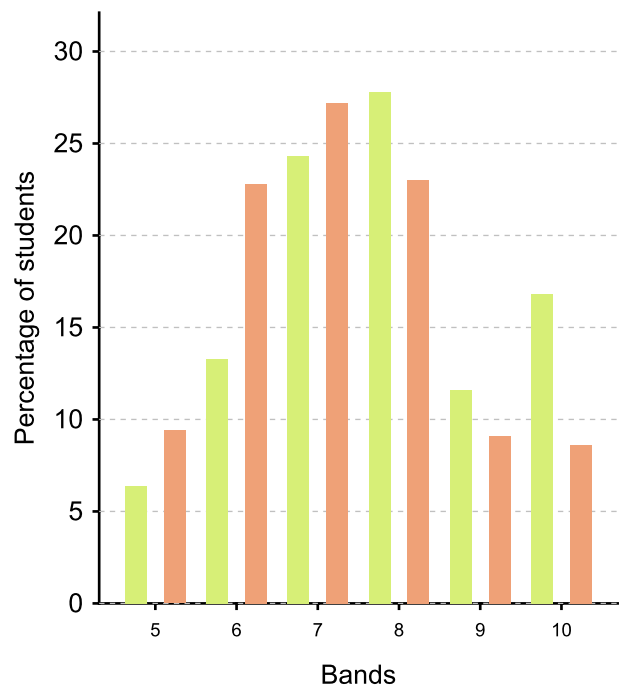
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	5.5	9.4	24.9	35.4	18.2	6.6
School avg 2015-2017	5.5	12.6	22.4	31.2	17.6	10.6

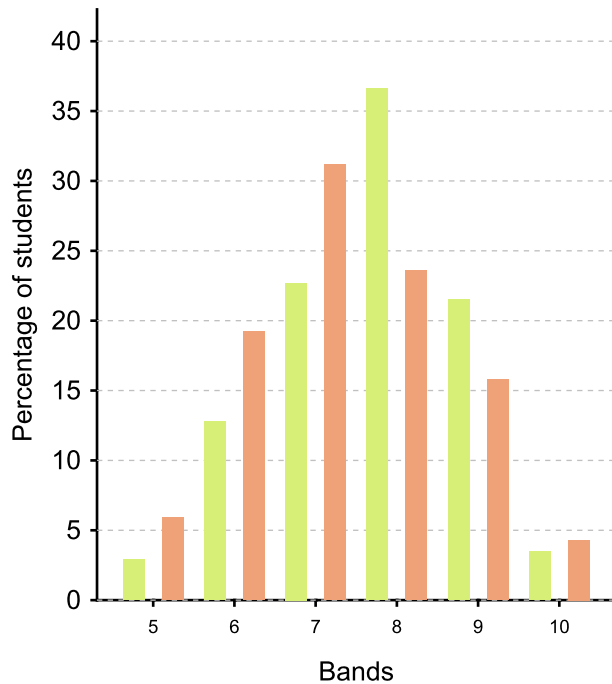
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	6.4	13.3	24.3	27.8	11.6	16.8
School avg 2015-2017	9.4	22.8	27.2	23.0	9.1	8.6

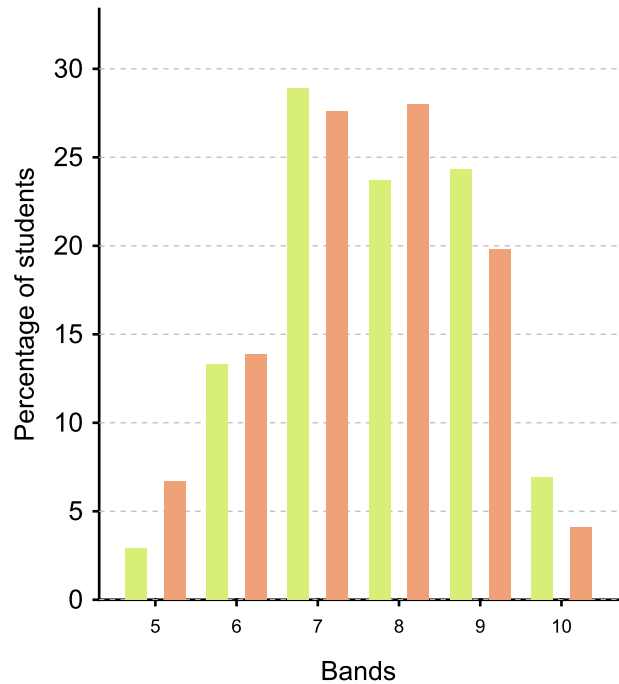
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	2.9	12.8	22.7	36.6	21.5	3.5
School avg 2015-2017	5.9	19.2	31.2	23.6	15.8	4.3

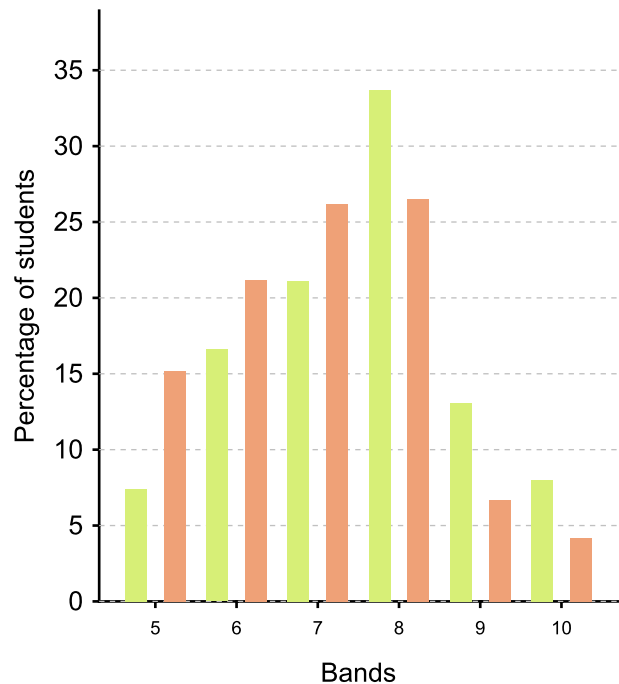
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	2.9	13.3	28.9	23.7	24.3	6.9
School avg 2015-2017	6.7	13.9	27.6	28.0	19.8	4.1

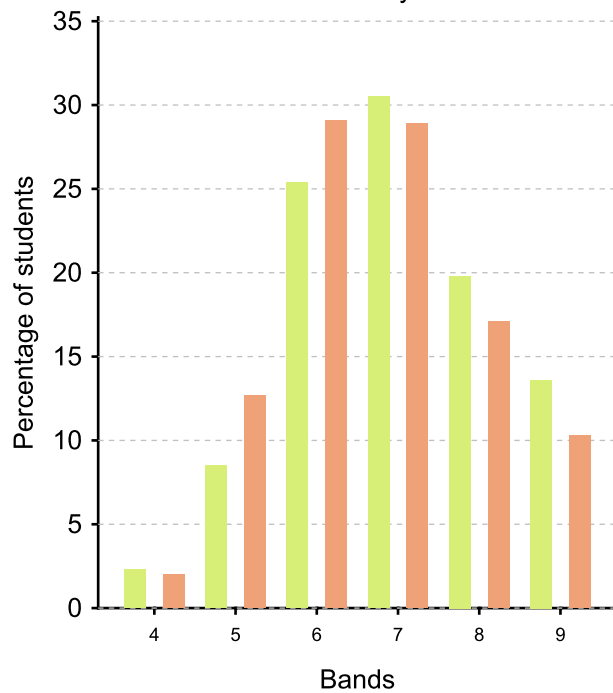
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	7.4	16.6	21.1	33.7	13.1	8.0
School avg 2015-2017	15.2	21.2	26.2	26.5	6.7	4.2

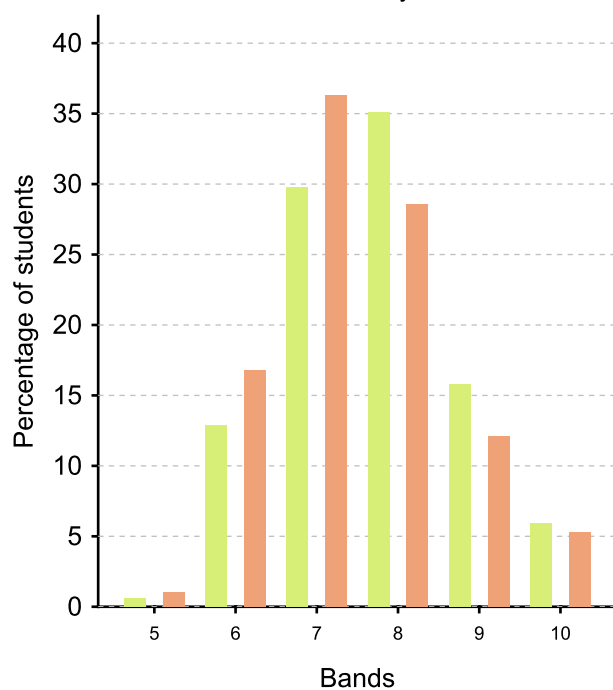
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.3	8.5	25.4	30.5	19.8	13.6
School avg 2015-2017	2.0	12.7	29.1	28.9	17.1	10.3

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.6	12.9	29.8	35.1	15.8	5.9
School avg 2015-2017	1.0	16.8	36.3	28.6	12.1	5.3

Higher School Certificate (HSC)

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

Parent/caregiver, student, teacher satisfaction

The school surveys community members in a number of ways: TTFM and Reviews.

Tell Them From Me— partners in Learning (28 responses)

The feedback reports the extent to which parents feel the school supports:

parents feel welcome 64%

inclusive school 75%

safety at school 86%

positive behaviour 82%

learning 86%

parent support learning school 68%

parents are informed 65%

communication 70%

In 2017 we conducted two reviews PDHPE and Curriculum.

The PDHPE Review:

The evaluation involved parent (77responses) and student surveys (137 responses), interviews with 125 students and 9 teachers and document analysis.

Students:

85% of students believed the content studied in PDHPE was interesting. In interviews students stated

that Health content was relevant, real life and enjoyable. Students commented that health lessons were interesting and engaging with different activities.

Students acknowledged their teachers enthusiasm with over 90% positive response in the survey data.

Over 80% of students stated that they had good relationships with their teachers which were based on mutual respect – this percentage rose to over 90% in Stage 6.

Over 65% of students saw the importance of studying PDHPE with relevance of Health, PASS and PDHPE lessons rising significantly in stage 5 and 6. Stage 5 and 6 interviews reflected the value the students place in authentic conversations about real life information. Students in Stage 4 enjoyed the practical elements of PE lessons and found activities fun, interactive and enjoyable.

Students understood what was required for them with assessment tasks and were given clear written notifications.

Students reported that there were inconsistencies with the feedback provided for junior PDHPE assessment, with some students stating they only received a mark while others discussed personalised written and verbal feedback.

.Students felt that there was inadequate time to cover theoretical content in junior PDH classes. They enjoyed anecdotal discussion but felt under pressure prior to assessments when content needed to be crammed.

.Students reported that lessons that they were taught were relevant to their assessment.

- 76% of students said that a variety of teaching strategies were usually or always used.

Parents

- 97% of parents said their child respected their PDHPE teacher usually or all the time. No one said that their child did not respect their teacher.
- 68% of parents believe that their child values and sees the relevance of PDHPE.
- 89% of parents believe that PDHPE is a valued subject. No parents stated that it was not.
- 71% of parents believe that there is a variety of teaching methods used usually or all the time.
- 76% of parents believe that their child knows what they are being assessed on and how usually or all the time.
- 67% of parents believe that teachers give their child effective feedback to allow their child to improve usually or all of the time.
- 56% of parents are aware of the due date for their child's assessments usually.
- 82%are usually happy with the level and frequency of reporting.
- Only 4% of parents were unhappy with the level and frequency of reporting.
- 5% believed their child received no feedback on assessment tasks.

Teachers

- Teachers felt enthusiastic about their jobs and passionate about the students that they worked with (71% survey data).
- Overwhelmingly, teachers commented that they like the people that they worked with and wanted to be involved in all elements of the faculty.
- Survey data suggested that staff felt valued by their peers within the faculty although this was not always supported in teacher interviews. While teachers felt valued and acknowledged within the school when they worked with a sporting team or in a welfare role, this same sense of acknowledgement was not apparent as a PDHPE teacher
- In observed lessons, teachers demonstrated enthusiasm in what they were teaching, linking content to real life scenarios where appropriate. Strong rapport was evident between teachers and students.

Curriculum Review

The evaluation involved parent (257 responses) and student surveys (768 responses), interviews with 120 students and 24 teachers and document analysis.

- 77.5% stage 4 parents endorsed the current curriculum structure
- 70.8% of all parents endorsed their satisfaction with the broad curriculum provided to students to meet the students' individual needs

Tell Them From Me– partners in Learning (28 responses)

The survey is based on a comprehensive questionnaire covering aspects of parents' perceptions of their children's experiences at home and school. The feedback reports the extent to which parents feel the school supports:

parents feel welcome 64%

inclusive school 75%

safety at school 86%

positive behaviour 82%

learning 86%

parent support learning school 68%

parents are informed 65%

communication 70%

Policy requirements

Aboriginal education

Dance

Dance explores all aspects of Dance including Aboriginal Dance. 2017 saw School ensembles present Aboriginal influenced stories and dance productions

English

In English, teachers are committed to increasing knowledge and understanding of the histories and cultures of Aboriginal and Torres Strait Islander people by teaching a variety of texts, which explore local culture and are set in particular time periods. These texts are drawn from different text types to ensure students have a deep understanding of the culture and cater to different styles of learning. In the HSC Standard English course, students study an Aboriginal composer's body of work developing an understanding of the contextual concerns past and present.

Home Economics

Stage 5 and 6 students complete an investigation of Indigenous history and food. They investigate indigenous selection methods, diet and the impact of the white settlement on Aboriginal diet and health. They examine the introduction, design and production of Indigenous ingredients into modern Australian cuisine and health. Stage 4 students explore Aboriginal textile design and encompass that in their design project.

LOTE

In the LOTE faculty students explore and learn about Aboriginal culture through comparative cultural studies. In all language courses students compare and contrast Japanese and Aboriginal folk tales, myths, customs and beliefs to develop their knowledge and understanding of Aboriginal Australia.

HSIE

Students learn about Indigenous culture from a variety of texts including those which are written from Aboriginal perspectives. In junior geography the origins of the continent is studied from an Aboriginal perspective as well as human rights and reconciliation in the context of social justice.

Visual Arts

Students learn about Aboriginal Art, artists and techniques in Stage 4 and 5 of the Junior Curriculum.

Multicultural and anti-racism education

Home Economics

Stage 5 students explore an in-depth study on Multicultural cuisine. They investigate traditions and cultures of various countries. They plan develop and design a food truck which highlights the multiculturalism of Australian cuisine.

HSIE– History

Opportunities are provided to students to appreciate the contribution that diverse cultural perspectives have made to the development, breadth and diversity of Australia's historical, social and environmental fabric. Students learn about and engage with issues requiring cultural sensitivity and respect and acknowledge the vast contributions made by people from migrant backgrounds.

LOTE

In the LOTE faculty multicultural perspectives and antiracism are not only engrained in the course content but through the teaching practice and philosophy of the staff. Through quality and inclusive teaching practices student backgrounds are recognised and valued as integral to the teaching and learning of the LOTE subject area. The faculty caters for every student through the use of differentiated curriculum.

English language proficiency funding

Students develop an intercultural understanding through studying texts from a variety of places which may be different to their own. Developed into the English teaching and learning programs are concepts such as belonging and not belonging which foster positive relationships within the community. Students learning English as an additional language of dialect (EAL/D) are supported within the classroom through ESL support teachers and differentiated activities targeted to their needs leading to the achievement of outcomes within an inclusive learning environment.

– EAL/D English course (Stage 6) offered in both year 11 (11 students) and year 12 (11 students)

In each of years 7–10 at least one English class is targeted for team teaching with class teachers and/or withdrawal of students for intensive instruction in small groups when necessary.

– The EAL/D teachers are members of the Welfare Team (SWELL) and as such assist in developing overall school teaching strategies for EAL/D learners.

– EAL/D teachers develop specialised programs for students in Stages 4 and 5.

– Survey of students and mainstream teachers

Three students achieved band 5 in the ESL HSC examination. Two of these students were refugees. One student received a band 4 (79). These students hope to continue their tertiary studies at university.

Team teaching in year 11 and 12 enabled ESL students to receive individual assistance and to achieve course outcomes for Preliminary English and HSC English courses.

Team teaching in these classes allows for more one on

one tuition especially for those students on Emerging or Developing on the EAL/D continuum.

Some students are withdrawn from classes to allow for targeted specialised programming incorporating EAL/D outcomes and scales. Students are more confident to contribute to class discussions in smaller groups and request specific help thereby improving English language skills.

By attending Welfare meetings EAL/D teachers inform members of the needs of EAL/D students and specialised whole school strategies and programming is discussed and implemented for EAL/D learners.

Team teaching in targeted EAL/D classes enables the EAL/D teacher to construct appropriate programs as well as differentiating assessments and examinations for EAL/D learners.

EAL/D students and mainstream teachers were surveyed regarding the EAL/D program. All teachers who responded appreciated the assistance given to EAL/D and refugee students in class and felt team teaching had a positive impact on these students.

The students who responded to the survey also confirmed that they found EAL/D assistance in the classroom a positive experience that they valued and wanted to continue in 2018.

Targeted students support for refugees and new arrivals

REFUGEE and STUDENT SUPPORT (RSS) and NEW HORIZONS PROGRAM

- 1 day teacher allocation per week.
- Twenty refugee and EAL/D students in years 8–12 received tuition from the EAL/D teacher for 2 hours each week. Students were assisted with homework, assessment tasks and improving English language skills
- Refugee students assisted in the organising of Harmony Day, Refugee Week and International Day of Tolerance events at the school.
- Refugee students in years 9–12 travelled to Canberra and the Snowy mountains for 3 days as part of the RSS and New Horizons Program. This enhanced Refugee students' studies of Australian poetry, history and culture. It further enhanced students skills in forming relationships with peers and staff.
- RSS students attended surf education at Manly beach. The students developed an understanding of safety practices for Australian beaches.
- Support for refugee students applying for scholarships enabled students to improve English language skills and successfully achieve scholarships for support and university. RSS students applied for the 'Friends of Zainab Scholarships' including the tertiary scholarships and Public Housing scholarships. Year 12 students successfully applied for the Notre Dame, UTS, Conservatorium university

scholarships

Students gained social and leadership skills and a sense of pride to be able to contribute to the school community and also raise funds for charities World Vision and Mahboba's Promise. Academically, as a result of their acceptance and additional support they: submitted class homework and assessment tasks of a higher quality and on time; gained additional skills and understanding of given tasks; revised class work which aided in their comprehension and confidence; developed leadership and teamwork skills, communication, a sense of responsibility, social skills and community spirit.

A number of year 12 refugee students attending RAS aim to attend university and achieve entry to their desired course. Four refugee students who completed the HSC in 2017 have gone on to study at university in 2018.

A number of students in MCC completed training to become Junior ARCOs participating in anti-racism workshops to learn anti racism strategies and act as school leaders in this area. As well three senior members were elected as President and Vice Presidents to be role models for the younger student members.

The MC committee creates a spirit of harmony and tolerance within the school through the organisation of events to celebrate Harmony Day, International Day of Tolerance, Eid and World Refugee Day. Each of these events acknowledges in a positive way the rich diversity of the school.

Students work together as a team to support a number of ongoing projects such as sponsoring a child through World Vision and another through Mahboba's Promise. The committee continues to financially support Oriakhail the school's sister school in Afghanistan.