

# Nepean Creative and Performing Arts High School

## Annual Report

2017



*Creative and  
Performing Arts*

8383

## Introduction

The Annual Report for 2017 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.

Maxwell Foord

Principal

## School contact details

Nepean Creative and Performing Arts High School

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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.

2017 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, enrolment and quality of performance statistics..

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*

## 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 1120 in 2017. This includes a selective stream for the Creative and Performing Arts across years 7–12, local area enrolments, 60 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.

The school undertook self assessment in 2017 with the following outcomes:

In the Learning Domain, the school's evidence and on balance judgement was determined as Sustaining and Growing in: Learning Culture, Wellbeing, Delivering in Curriculum, Assessment, Reporting and Student Performance Measures.

In the Teaching Domain, the school's evidence and on balanced judgement was determined as Delivering in: Effective classroom practice, Data Skills and Use, Professional Standards and Learning and Support.

In the Leading Domain, the school's evidence and on balanced judgement was determined as Sustaining and Growing in: School Planning, Implementation and Reporting, School Resources and Management Practices and Processes, and Delivering in: Educational Leadership.

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>

## 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 NESA 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

In the Strategic Direction of Teaching and Learning we continued to apply teacher knowledge and understanding of achievement standards to all Stages (4–6) teaching programs and assessments. This included 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.

Staff continued the collection of evidence of student progress and achievement through a range of learning activities. This enhanced teacher knowledge and understanding of achievement standards, and enabled teachers to annotate examples of student work and provide students with explicit feedback on how to demonstrate achievement at higher learning.

Staff strengthened their understanding of Professional Teaching Standards as DoE moves towards accreditation of all staff in 2018. This introduced many pre 2004 teachers to the standards in context, and developed their awareness of accreditation maintenance practices and processes.

The continuation of three teams: Bump It Up, One Note and Positive Behaviours for Learning ensured a whole school focus on T & L, student and staff wellbeing and ICT advancement.

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).	Allocation of staff to the "Bump It Up" (BIU) team and associated meeting time during Team meetings and SDDs to focus on school wide strategies to support student performance in NAPLAN	There has been a general increase in the percentage of Year 9 students in the top 4 bands in four of the 5 NAPLAN performance areas, compared to Year 9 2015. An increase in Reading from 71.3% to 76.3%, Grammar: 67.1% to 70%, Numeracy 72.8% to 81.5%, and spelling 76.9% to 78%.
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).	As above	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.	Ongoing training and development in Standards Referencing and program differentiation during Teacher Professional	There was a 50% increase in the number of Band 6s from 2016 and a 20% increase in the number of students who achieved Band 5 results. Therefore, we are on track to improving student achievement across all HSC subjects. Please see HSC data in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% increase in the number of students achieving in the top 3 bands in the HSC in 2017 compared to 2014 HSC results.	Learning (TPL) times.	this publication for further details.

## Next Steps

The Teaching and Learning team will continue to provide needed assistance to the large number of students who present with learning needs. A considerable slice of RAM funding was allocated to employment of a number of Learning and Support Teachers and School Learning Support Officers to assist students within the classroom setting and withdrawal of selected students for concentrated and specific focus areas. The "Bump It Up" team will continue to target students' literacy and numeracy needs. The skills developed by the team will be shared within their own faculty to ensure that teaching practices that support student understanding and growth will develop across a greater number of staff. A major focus on HSC RAP data analysis will continue to ensure that staff build a greater understanding of our students' strengths and weaknesses and how they are addressing delivering the senior curriculum.

## 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

There was an evaluation of the school's Discipline Policy and the ongoing training of staff in the effective use of technology in the classroom.

The staff, students and parents were consulted on how the school's discipline policy – the school's values – can be framed around the vision of "Care, Opportunity and Success" in the context of the Wellbeing Framework for Schools. The School Values Policy was finalised, the focus will be on consistent and explicit implementation across the entire school, including students, staff and parents with a 2018 launch.

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

The OneNote team continued 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 was fundamental in enabling students to access online learning and stay abreast of KLA curriculum requirements.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Form a PBL team to evaluate current practices at the school and identify and define improvement measures in the context of the school.	Creation of a Higher duties position: HT Engagement, Enrichment and Recognition: \$30,000 and an annual budget of \$10,000 to run all student wellbeing activities and experiences.  Time scheduled for meetings and students staff development and associated activities.	The Tell Them from Me Survey' was undertaken with results to focus and drive programs in 2018.  Students, staff and community members survey and School Values statements under the core values of Care, Opportunity and Success have been determined and will be launched in 2018.
2. Evaluate and update the school's discipline policy to reflect the changing nature of the school and students' needs.	Allocation of relief days to update school welfare policy.	Further refinements were made to the:  Attendance policy  Anti-bullying policy  Teaching and Learning Support and assessment and reporting processes  N-determination processes.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3. All staff will develop knowledge and understanding of how adolescents learn and engage with learning.	Increased time and focus during SDDs on programming, assessment and reporting.	<p>Creation of a standardised programming template to ensure differentiation across all KLAs.</p> <p>Teacher professional learning was undertaken in differentiating the curriculum to successfully address student needs.</p> <p>The Learning and Support Team continued to provide guidance, advice and support to teachers who were responsible for teaching students with additional learning needs.</p> <p>Staff of extension classes continued to have regular meetings to ensure student learning was relevant and challenging for their individual level.</p>
4. Develop and implement the school's BYOD policy to engage students as learners and improve communication between teachers, students and parents.	Time allocated to development of staff in Office 365, with specific focus on One Note.	Professional learning of staff in One Note as a learning and recording platform to ensure those students who are absent from regular classes are able to manage and stay abreast of their learning.
5. Whole school systems and processes will be consistently applied to facilitate the implementation of administrative, well-being, teaching and learning and other procedures.	Professional learning time allocated to ensure understanding and thus consistency in the implementation of policies and procedures.	An improved school wide understanding and application of policies ensuring a more consistent application of day to day practices.
6. Review the school's student recognition processes and use quantitative, centrally managed data to monitor student progress and achievements.	Relief time to collect and analysis data and complete a number of student and staff surveys.	Increased focus on ensuring students were rewarded and recognised across all areas of the school. Increased number of classroom awards disseminated, increased acknowledgement of students and staff on Facebook, in the school newsletter 'LINK' and local papers.
7. Form a student-focused school promotion team to improve community engagement with the school.	SRC run a number of whole school initiatives supporting both local, regional, state and National charity organisations.	This continues to be a primary focus of our SRC activities. A student promotion team will be established in 2018.

## Next Steps

The next steps in this strategic direction include the consistent implementation of the school's discipline policy aligned to the School's Values.

In 2018, the school will Launch PBL – the school's values – framed around the vision of "Care, Opportunity and Success" in the context of the Wellbeing Framework for Schools.

The use of the Sentral database will continue in 2018 with enhanced use of Sentral reports and student markbooks across all stage groups. The ongoing collection of useful data will continue to assist with establishing focus areas for the PBL team.

The OneNote team will be opened up to provide professional development opportunities for a greater number of staff across the school. 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 maintained the management of learning strategies, including the distributing of A2 wall planners to all new year 7 students in the school. All Year 7 students were taught how to use their wall planners at home to improve their organisation, time management and study skills. There was a continuation of the academically gifted and talented stream in Year 7, which continued into Year 8 from 2018, thus having a gifted and talented academic stream in both Stage 4 year groups.

There was 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, an ALARM team was formed. ALARM: A Learning and Response Matrix was introduced to selected year groups and classes of those staff who formed part of the team and had undertaken training in its application. This will assist in having a base learning scaffold with the desire to enhance student performance in extended response questions leading to students achieving in higher bands in the HSC.

There was the development of ALARM Information Boards for all learning environments within the school.

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Professional learning opportunities on classroom management and the effect of the physical environment on learning will be provided to 100% of teaching staff.	TPL time allocated to learning and identified staff attendance at student management workshops.	Professional learning of staff was undertaken in a number of areas to enhance staff performance and thus student engagement and lesson differentiation to maintain and improve student engagement.
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.	Continued employment of SASS and an additional HT Administration to update policies and associated documents.  SDD time allocated to ensure staff were familiar with changes to policies and processes.	Ongoing development and modification to a number of policies and programs. Professional learning on the application and use of our student welfare data base Sentral.
3. Consistent whole school procedures and practices for managing students will be implemented in all classrooms.	Time allocated to PBL team and resource development.	PBL team formalised the School Values for 2018 and began creating the learning materials that will accompany the launch of PBL in 2018.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
4. Improved student outcomes will be supported through continuous professional development of all staff.	<p>\$60,000 allocated to enhanced computer technology in the school.</p> <p>\$350,000 on additional LaSTs, SLSOs and Norta staff.</p> <p>\$5,000 for additional resources for Peer Reading.</p> <p>\$8,000 for additional STEM and robotics programs.</p>	<p>Improved school technology infrastructure both software and hardware.</p> <p>Substantial support was provided to students who required additional learning assistance.</p> <p>There was a greater number of students supported by the Peer Reading program.</p> <p>Increased engagement and exposure to STEM related activities.</p>
5. The physical learning environment in all learning spaces will be improved, including closed and open learning spaces.	Approximately \$120,000 allocated to improve the learning environment.	Considerable improvements in the physical learning environment was undertaken in 2017. Painting of selected classrooms, hallways and learning spaces, has contributed to a positive feel. New carpet and additional air-conditioning has improved the quality of student learning spaces. Continual improvements in the library furnishing. Improved wireless throughout the school, technology in classrooms and increased teacher and students resources has been enhanced across all KLAS.
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.	<p>\$2,000 wall planners</p> <p>\$4,000 ALARM posters</p>	Seminars for the management of learning and understanding the application of the ALARM scaffold was undertaken. These presentations will continue in 2018.

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

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

Continuation 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.

Launch of PBL.

## 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

In 2017, the team created a middle band group in SMART. All BIU team members used 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 then created a NAPLAN needs analysis for each group of junior students and through pre-testing accessed data to track progress.

Action research was undertaken to experiment with a range of KLA specific strategies targeting reading and numeracy skills supported by the BIU team. Team members coached and mentored faculty colleagues in planning and implementing the identified and successful learning strategies. Thus ensuring that explicit literacy and numeracy strategies can be embedded into classroom practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the proportion of students in the top two NAPLAN bands for reading and numeracy by 4% by 2019	\$5,000 towards BIU support	This target needs to be rewritten, as each year the cohort of students is different and thus at different starting points. Therefore comparisons from year to year are superfluous.
* identify students who are doing well and who have the greatest capacity to achieve in the top two NAPLAN bands.	Allocation of relief days for 8 members of the BIU team to develop a deep knowledge and understanding of NAPLAN analysis and identifying students who require BIU intervention.	Selected Year 8 students have been exposed to a number of strategies to address their areas of need. Results will be evident in the 2018 NAPLAN results.
• Implement targeted locally-developed evidence based best practice targeted initiatives to improve the performance of these students in reading and numeracy.  Create a Bump It Up team representative of all KLAs.  • Enhance staff data analysis skills in relation to NAPLAN and HSC results.	As above	Staff training was undertaken in late 2016 and early 2017. Students were identified and strategies selected to address student needs. Results of this endeavour will be available in 2018.
Create a Bump It Up team representative of all KLAs.	BIU team meet during team meetings twice a term and on SDDs.	Team undertook a number of training sessions throughout the year and numeracy strategies were identified and implemented with students.
• Enhance staff data analysis skills in relation to NAPLAN and HSC results.	As above.	Data analysis was used to determine targeted student group.

## Next Steps

In 2018, the team will continue to work with and monitor selected middle band students in SMART. All BIU team members will continue to use the item analysis to confirm the literacy and numeracy needs of their group of junior students using the NAPLAN data from 2016 and 2017.

Team members will continue to 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.

Time will also be allocated during roll call to target specific Numeracy and Literacy needs as identified from school NAPLAN data.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>RAM Aboriginal Flexible funding: \$30,397</p> <p>Employment of an Aboriginal classroom SLSO for Stage 4 &amp; 5 and a 0.2 teacher to assist Stage 6 students</p>	<p>Ongoing support for Stage 4, 5 and 6 Aboriginal students with in-class, and homework centre support and mentoring.</p> <p>Students NAPLAN performance in line with all students.</p> <p>Attendance rates well above ATSI students average.</p>
<b>Socio-economic background</b>	<p>RAM Socio-Economic Background: \$83,403. Funding of 0.4 LaST and Numeracy and Literacy resources including Teacher Professional Learning in the Literacy and Numeracy Continuums, ALARM and data analysis.</p>	<p>Provision of additional student classroom support for targeted students. Enhancement of whole school Literacy and Numeracy resources to support lesson delivery and curriculum access.</p> <p>Introduction of ALARM</p>
<b>Support for beginning teachers</b>	<p>Beginner teacher funding \$33,000.</p>	<p>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.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	368	399	403	408
Girls	522	596	662	670

Applications for enrolment in the school continue to increase, but were not able to be accommodated. Enrolments have been capped at 195 in each cohort from years 7 – 10. This is necessary as the school is at capacity and already has 5 additional demountables. The shortage of specialist rooms created the need to cap enrolments. The number of CAPA classes in each year has been restricted to one, except dance, where two classes are enrolled. The performance level of auditioned students continues to rise.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.9	93.7	92.4	93.7
8	91.9	93	91.5	90.4
9	90.2	89.6	91.7	90.4
10	87.6	91.2	89	87.8
11	85.4	88.4	88.9	86.8
12	88.8	89.6	87.3	89.5
All Years	90	91.2	90.4	89.9
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

Student attendance average is still above state average which is pleasing. Although we had a slight decline from 2016 figures, a small number of non-attenders have impacted on the average. Processes are in place to ensure a greater attendance average in 2018 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	10	12
Employment	10	20	38
TAFE entry	0	5	8
University Entry	0	0	42
Other	0	5	0
Unknown	0	0	0

### Destination Survey

The following statistics are for the 2017 cohort: In Year 12: • 34% entered tertiary study at University • 8% entered full-time TAFE • 8% entered tertiary study at a private college • 15% entered full-time work • 10% entered part-time work • 13% entered apprenticeships or traineeships • 12% are job-seeking

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 NSW University, Australian Catholic University and the University of Canberra. The percentage of students attending TAFE has decreased by 9% 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 has increased by 3%. Private colleges include Ettingshausens (Dance Theatre), Australasian College of Optical Dispensing, JMC Academy (Performance & Music) and SAE Creative Media Institute. The percentage of students securing full-time employment increased by 2% from last year. There was also a significant reduction in the number of students working part-time. Industries of employment include transport, hospitality, retail, music, banking, animal care, administration, pharmaceutical, performing arts and health care. There was a 4% increase in the number of students who had secured apprenticeships or traineeships. These industries include child care, construction, landscaping, plumbing, hairdressing and business administration. Those students who are in a Gap Year are currently travelling overseas or had deferred study and are working. There is a slight increase from last year in the number of students still job-seeking. Students who are in a Transition to Work programs are registered with a disability support service such as NOVA 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 2017, with some students undertaking two courses of study. The following indicates the breakdown across all areas.

Engineering;	6
Architecture and Building:	28
Health:	12
Management and Commerce:	7
Society and Culture:	8
Creative Arts:	53
Food, Hospitality and Personal Services:	35

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

One hundred and nine (109) Stage 6 students completed Year 12 with One hundred and eight (108) students being awarded a HSC..

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	61
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	19.57
Other Positions	1

\*Full Time Equivalent

Nepean Creative and Performing Arts High School has four Aboriginal staff members, three 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

### Professional learning and teacher accreditation

As of the 1st January 2018 all staff will be deemed 'proficient'. Two staff members are working through the highly accomplished level and one at Lead level.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>366,387</b>
Global funds	651,839
Tied funds	403,755
School & community sources	462,136
Interest	6,332
Trust receipts	5,464
Canteen	191,822
<b>Total Receipts</b>	<b>1,721,349</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	251,010
Excursions	166,357
Extracurricular dissections	48,002
Library	16,068
Training & Development	2,325
Tied Funds Payments	474,900
Short Term Relief	134,274
Administration & Office	413,200
Canteen Payments	206,953
Utilities	84,297
Maintenance	31,407
Trust Payments	48,036
Capital Programs	-200,000
<b>Total Payments</b>	<b>1,676,829</b>
<b>Balance carried forward</b>	<b>410,907</b>

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.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,648,821</b>
Appropriation	1,162,320
Sale of Goods and Services	179,912
Grants and Contributions	305,678
Gain and Loss	0
Other Revenue	0
Investment Income	911
<b>Expenses</b>	<b>-971,145</b>
Recurrent Expenses	-971,145
Employee Related	-419,926
Operating Expenses	-551,219
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>677,676</b>
<b>Balance Carried Forward</b>	<b>677,676</b>

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.

The table above indicates a large rollover figure; however, this figure was a mid year roll over amount as the school moved from Oasis to LMBR SAP on 24th July 2017. The table below provides an overview of the school finances at the end of 2017. Base load is inclusive of HR costs. The vast majority of Equity funds were spent on Human Resources to support student learning and were managed by the Head Teacher Teaching and Learning. School and Community funds were allocated to the air-conditioning of the hall, increase in student resourcing across most KLAs and a shared cost office refurbishment for 2018.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	9,266,138
Base Per Capita	170,166
Base Location	0
Other Base	9,095,972
<b>Equity Total</b>	575,131
Equity Aboriginal	43,148
Equity Socio economic	286,637
Equity Language	37,085
Equity Disability	208,261
<b>Targeted Total</b>	1,275,857
<b>Other Total</b>	183,613
<b>Grand Total</b>	11,300,740

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

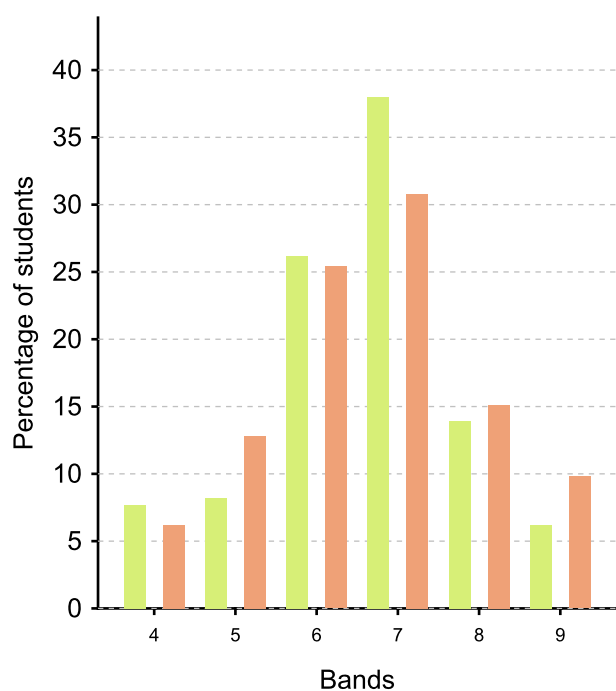
### NAPLAN

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.

Further details of the school's performance generally and versus similar schools can be found on the 'MySchool' website. There continues to be a positive upward trend in Year 9 performances especially over the past three years. With increased numbers of students in the top four bands for Reading with 71.3% in 2015 to 76.3% of students in 2017. Grammar 67.1% of students in the top four bands in 2015 and 70% in 2017. Spelling from 76.9% in 2015 to 78% of students in the top four bands in 2017.

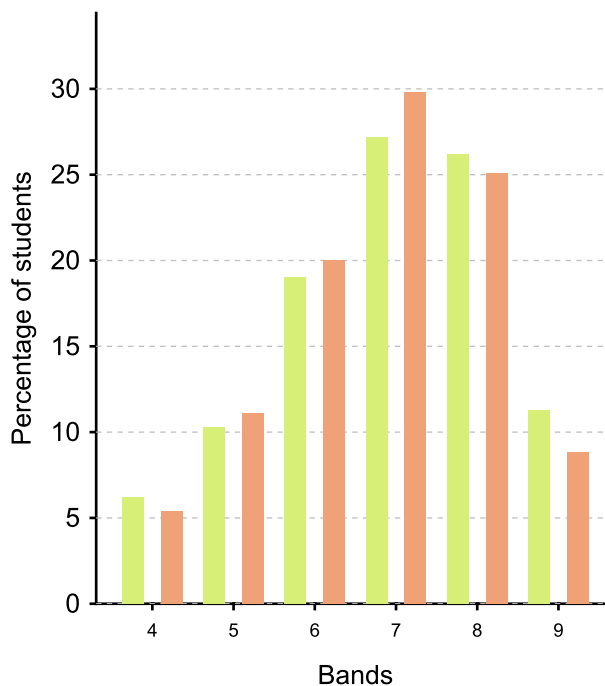


**Percentage in bands:**  
Year 7 Grammar & Punctuation



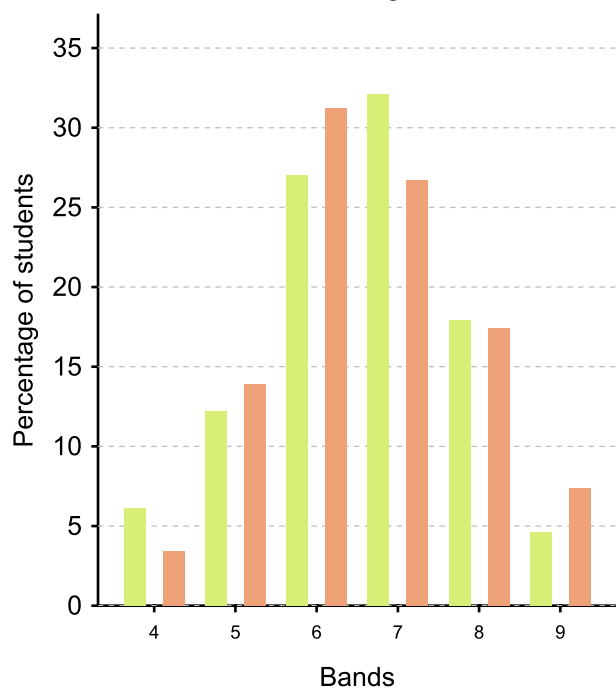
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Spelling



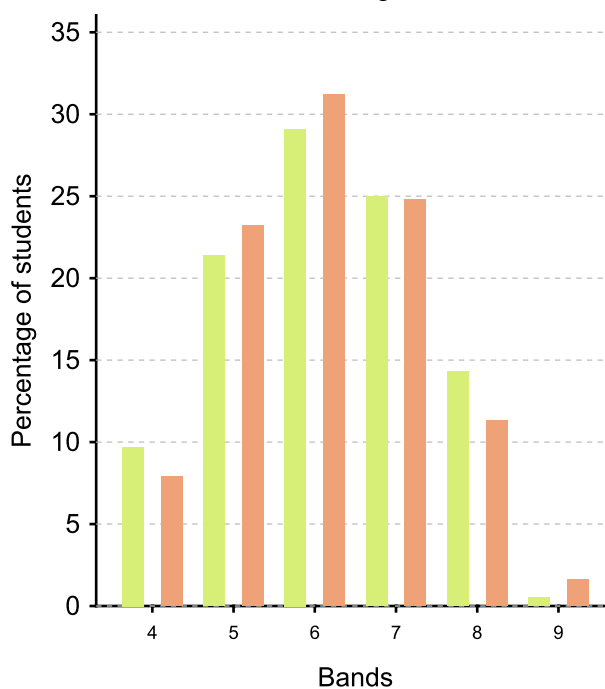
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Reading



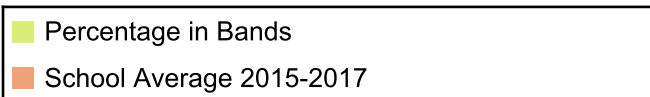
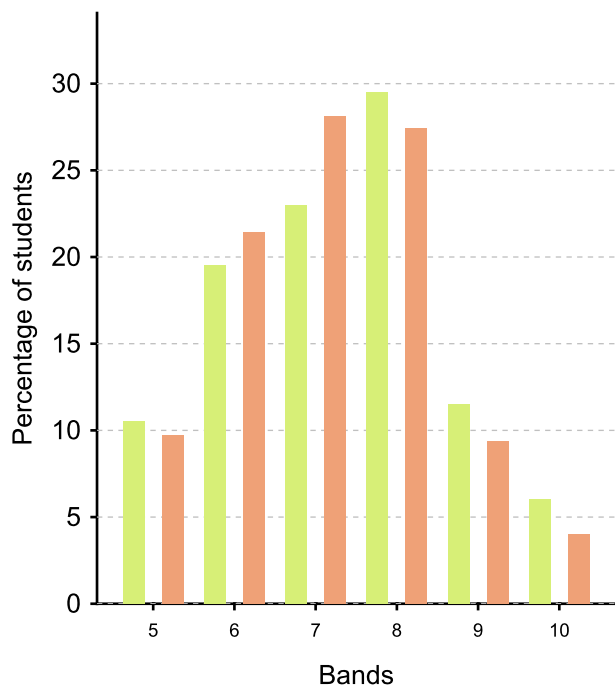
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing

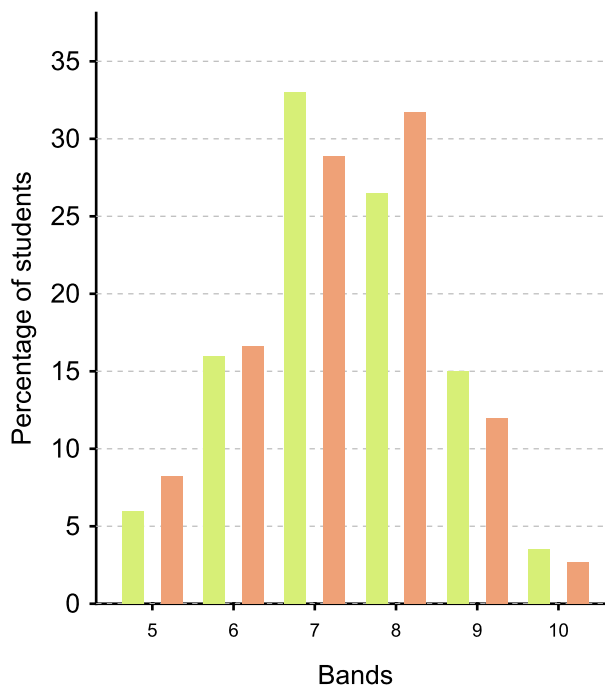


Percentage in Bands  
School Average 2015-2017

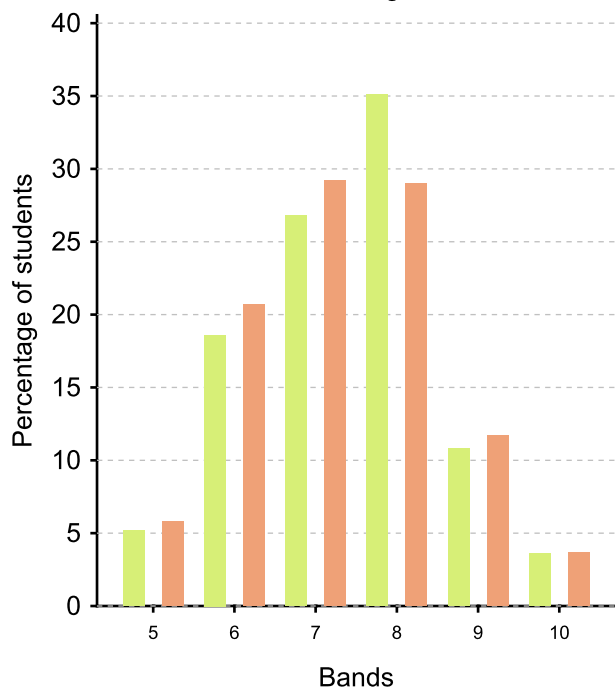
**Percentage in bands:**  
Year 9 Grammar & Punctuation



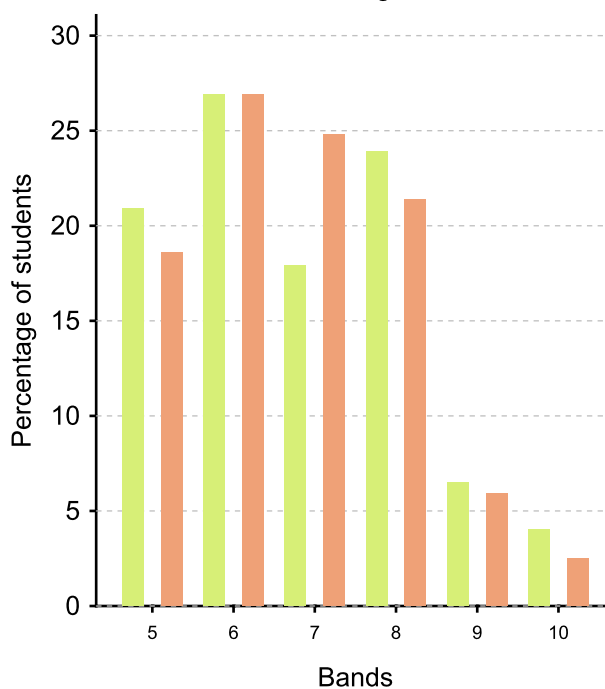
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading

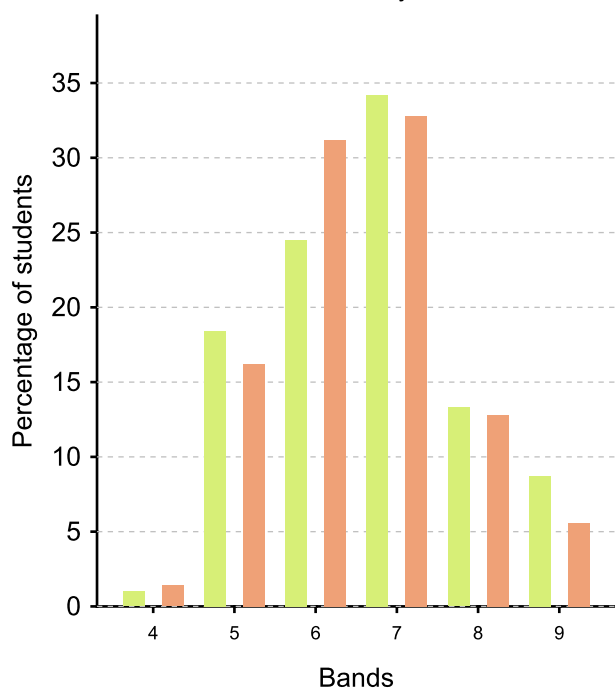


**Percentage in bands:**  
Year 9 Writing



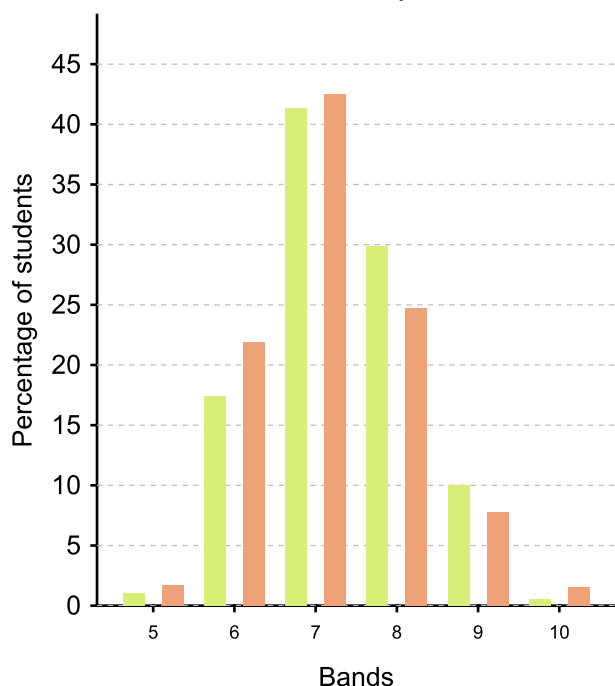
Numeracy displayed our greatest growth from 72.8% of Year 9 students in the top four bands in 2015 to 81% of students in 2017.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Numeracy

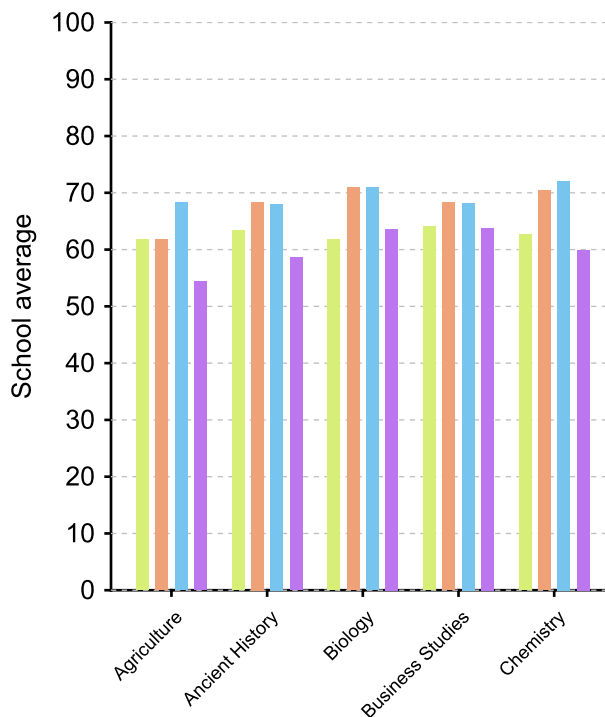


Percentage in Bands  
School Average 2015-2017

*Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. The HSC results for our Aboriginal students completing the 2017 HSC were substantially above state Aboriginal performance in all subjects our students undertook.

### Higher School Certificate (HSC)

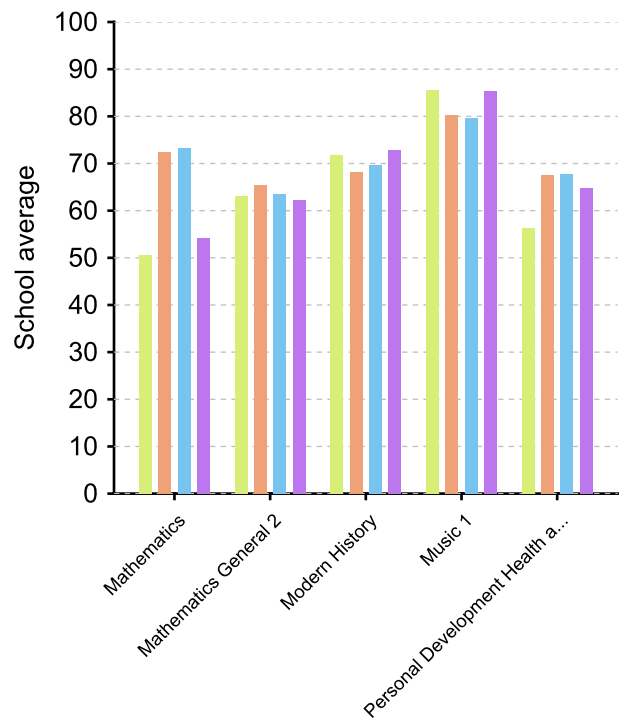
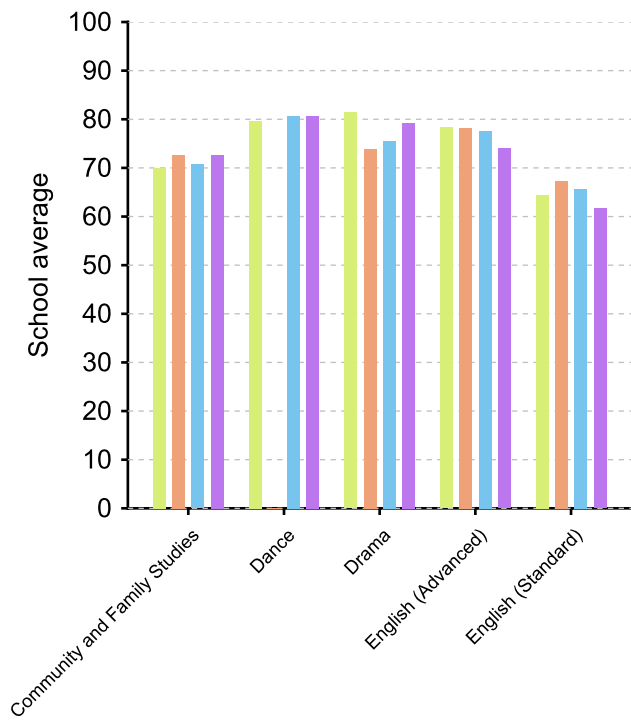
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017  
State Average 2017  
School Average 2013-2017

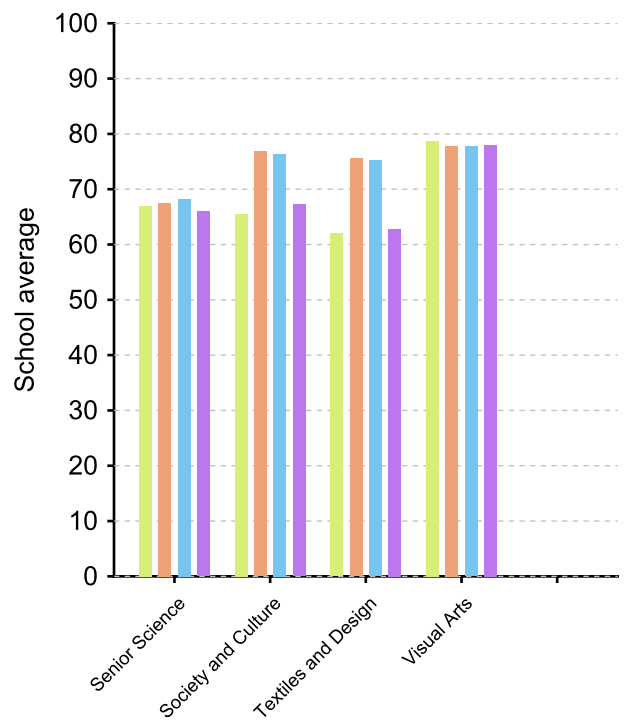
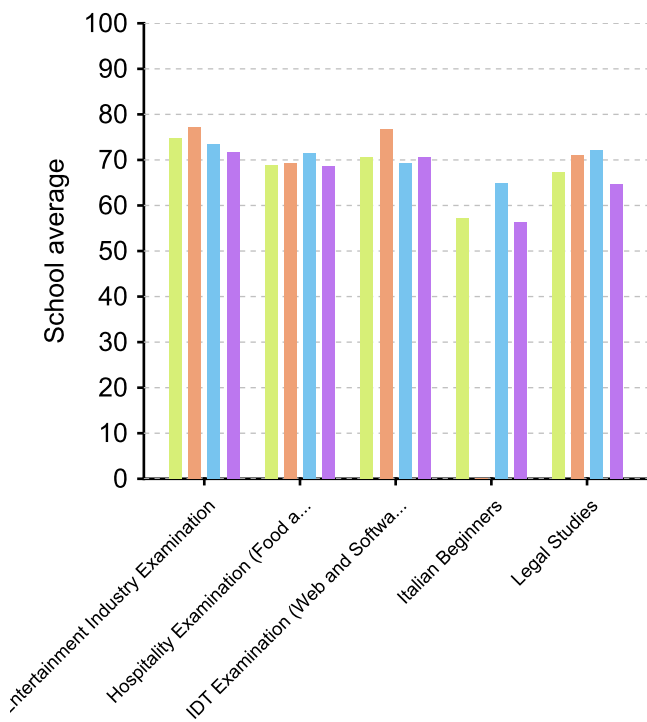
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –



School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017



School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

## HSC ANALYSIS 2017

### 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 2017 Dance had 6 Band 5 results, 4 Band 4 results and 1 Band 3 result.

From 2016 through to 2017 Dance has continued to maintain the development of students into the higher bands. Dance has remained above the State Mean in 2017 demonstrating consistency in development.

In 2017 Dance received 10 nominations across 5 students outlined below.

Callback Nominations:

Annabelle Owen, Core Composition

Patricia Holt, Core Composition

Zoe Thripp, Core Composition

Annabelle Owen, Core Performance

Zoe Thripp, Core Performance

Annabelle Owen, Major Study Composition

Baylee Quinlan, Major Study Composition

Hannah Reimer, Major Study Composition

Zoe Thripp, Major Study Performance

Simone von zum Hof, Major Study Dance & Technology – Film & Video

The percentage of students achieving Band 5 has been maintained from 2016 into 2017 demonstrating consistency.

## **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 2017 HSC Drama received 1 Band 6 result, 11 Band 5 results and 6 Band 4 results.

The trend of moving more students up through the Bands has continued from 2016 through to 2017 with an increase of 19% from Band 4 to Band 5. Drama is again above the State mean by .3%; a continuing trend from 2016 through to 2017.

## **Music 1**

Music class sizes have grown and the number of students achieving at Band 6 has also increased. Music 1 received 5 Band 6 results, 7 Band 5 results, 3 Band 4 results and 1 Band 3 result.

Three students were nominated for Encore Jasmine Dicker, Brooke Paulley and Mitchell Hand.

Music has maintained the consistent increase of

students achieving in higher bands.

The trend of being above the state mean has continued with 2017 data showing the cohort to be .4 above the State mean.

The number of students achieving a Band 6 has increased since 2016 results demonstrating a consistency in progress.

## **Music 2**

This is the second year that Music 2 has run at Nepean CAPA High School. This course is gradually growing in number with 4 students taking on the course in 2017.

Music 2 received 4 Band 5 results in the 2017 HSC.

1 student received an Encore nomination: Bernard "Bobby" Harrison.

## **Music Extension**

This is the first year that Music Extension has run at Nepean CAPA High School. There were 3 students in the course.

Music Extension received 3 E4 results and were .4% above the State mean.

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. All students are 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. Extension students also undertook workshops with former external HSC Markers.

Theoretical learning is integrated with practical lessons and students attend HSC study days and perform regularly at school functions. All assessments are filmed 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.

***HSC mean comparisons. Overall the school has made a positive trend upward in the majority of subjects areas compared to the 2016 HSC.***

In the English Advanced course the students at NHS are achieving above the state mean. The schools mean has increased significantly on the previous year while

the state mean has increased slightly from 2016.

In English Standard NHS students performed below the state mean, but the overall school mean improved on 2016 HSC results. Showing a positive upward trend.

In Maths General students at NHS are achieving at a level equal to the state mean. At the same time, the schools mean has increased on the previous two years while the state mean has decreased slightly from 2015.

In Agriculture students at NHS are achieving below the state mean. At the same time, the school's mean has increased on the previous year while the state mean has decreased slightly from 2016.

Results in Chemistry, Biology and Physics have remained relatively consistent compared to previous year performances.

In Legal Studies students at NHS are achieving at a level below the state mean. At the same time, the school's mean has increased on the previous year while the state mean has increased slightly from 2016.

In Ancient History students at NHS are achieving at a level below the state mean. At the same time, the school's mean has increased significantly since 2015.

In Modern History students at NHS are achieving at a level above the state mean. At the same time, the school's mean has been maintained from 2016. while the state mean has decreased from 2016.

In Society and Culture students at NHS are achieving at a level below the state mean. At the same time, the school's mean has decreased on the previous year while the state mean has also decreased slightly from 2016.

In Community and Family Studies students at NHS are achieving at the state mean. At the same time, the school's mean has decreased on the previous year while the state mean has increased slightly from 2016. Three students poor attendance and performance severely impacted on this average.

In the VET Entertainment exam NHS students performed above the state mean and this continues as a positive trend from 2016.

In Music 1 students at NHS are achieving at a level above the state mean. At the same time, the school's mean has been maintained on the previous year while the state mean has increased slightly from 2016.

In Visual Arts students at NHS are achieving slightly below the state mean. At the same time, the school's mean has remained steady as per the previous year while the state mean has increased slightly from 2016.

Overall there was a positive trend upward across the majority of subjects. With the introduction of ALARM in mid-2017 and backward mapping of required skills back to year 7, this whole school focus will continue to improve the performance of students in the school, especially in the improvement in writing extended

responses and applying skills in the Science subjects.

## 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 45% of the student population and a small selection of parents. Overall students felt positive about the school, indicating student to student and student to staff relationships were positive and respectful. A small number of students felt that they could be more academically challenged and thus the consolidation of extension classes in Year 7 and 8 and a greater academic push in particular in Advanced English and Mathematics in all levels in Stage 5 have been targeted. Additional electives have been added to stage 5 including extensions in CAPA subjects, introduction of a STEM and robotics classes as science electives has also addressed this issue. Students performance opportunities continue to be a drawing card for the school and is a real positive for 65% of the student population. Improved communication through the school website, Facebook, LINK newsletter and parent portal have been noted by parents. The school will continue to look at ways of enhancing communication with its community, providing opportunities for students and celebrating the successes of students and staff.

## Policy requirements

### Aboriginal education

Aboriginal education initiatives continue to grow and develop as our students thrive and flourish, here, at Nepean Creative & Performing Arts High. Our relationship with Western Sydney University (WSU) is continually producing many opportunities for our students to discover a range of experiences and pathways to the worlds of culture, education and work. The Pathways to Dreaming program is a collaboration between Nepean Creative and Performing Arts High and the Engagement Unit of WSU. The program offers cultural enrichment opportunities, on campus experiences such as science and research days as well as mentoring, study skills and preparation for tertiary education. The program supports Aboriginal and Torres Strait Islander students plan their future; however they envisage it – whether it be securing a trade, going to TAFE or University. The program also offers prestigious scholarships to exiting Year 12 students who are in the program. Pathways to Dreaming aims to engage, support and recognise achievement in Aboriginal and Torres Strait Islander students in connection with our school curriculum and values of care, opportunity and success. In 2017, 5 ATSI students were successful in securing an ATSI identified Early Acceptance offer to WSU. These students include: Jessica Fox, Teaching (Primary); Stephen Sheppard, Sarah Hatton, Nursing; Joshua Williams, Jessica Oehm, Law.

NAIDOC celebrations focused around the sharing of culture and language with a whole school celebration, traditional games run by Year 11 SLR students and cultural workshops.. The NAIDOC theme was Our Languages Matter this year was our languages matter. Students continued to represent and share culture through our Aboriginal Dance ensemble, which performed at a number of important events at Western Sydney University, local Primary Schools and the School Spectacular. The students performed a unique collaborative piece at this year's Showcase title "Brown skinned baby". This piece incorporated movements that have been learnt from a variety of different sources and choreographed to show the impact of the Stolen Generations. Norta Norta funding continues to assist educators to deliver high quality teaching and learning in response to individual talents and needs, students have access to additional support and guidance through in-class tuition and access to one-on-one support from our very own Carly de St Germain in Teaching and Learning.

### 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 multi-cultural 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 and participate in a number of CAPA initiatives. Students were successful in placing 1st, 2nd and 3rd in the NSW reconciliation challenge and 1st in the state-wide Harmony Day poster competition. A number of students were also successful in being part of the Bangara Dance Group. The school is also known to be a place that readily accepts and celebrates individual difference.

### Other school programs

#### Students with Disabilities

2017 brought another 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, the Work Experience program and the Community Access program, many opportunities were available for the students to participate in activities with their Year group such as school camps, school welfare sessions as well as the school sporting competitions for swimming, cross country and athletics.

The Year 10 and Year 12 school formals were also well attended. The students were involved with their peers on each evening. Many danced the 'night away'.

The students who accessed mainstream subjects were offered support and assistance by the School Learning Support Officers. Special provisions as per NESA, were

provided for formal examinations. Appropriate adjustments to the curriculum and assessment tasks were done in consultation with class and Special Education teachers.

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, new vegetable patches were planted, the school gardens were weeded and the new plants watered and cared for. The Work Crews are involved in work experience every fortnight and they go to various local businesses including Woolworths and Target.

Throughout the year specific activities and excursions were organised for the students. These included the annual Futsal competition day of which five teams competed, the annual camp for Deaf and Hearing Impaired students and 'Come and Try' sports days at Campbelltown for students with intellectual disabilities and students with a hearing impairment. As always, the students were ambassadors for the school as they displayed excellent manners, behaviours and attitude.

For students not accessing the mainstream sport program, other exciting opportunities occurred with the recreational sports offered to the students. River walking which encouraged environmental awareness, tenpin 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 D'Arts dance troupe performed at many school functions such as the Nepean CAPA HS Showcase evening and once again performed at the Schools Spectacular. The members of the Nepean CAPA High School's Signing Choir also performed at the Showcase evenings and were a Featured Ensemble in the Schools Spectacular. Both groups of students were very excited with this wonderful opportunity to perform in front of so many people.

To assist students attending Schools Spectacular and to purchase additional resources, fund raising was undertaken. Chocolate selling and a BBQ each term, were undertaken for the school community to purchase. Similarly, the Capability crew held several fund raising stalls throughout the year. For the barbecues and stalls, the students worked tirelessly. The stalls offered real life situations for the students as they were able to practise their money and communication skills as well as raise funds for students from the Support Unit.

#### Creative Arts

The Creative Arts Domain recognised its role as being at the forefront of progressive Arts and Design Education. Linking with tertiary education, creative industries and professional visual artists sparked artistic aspirations and our specialist point of difference. This is evidenced by

- Successful launch of 'the Westies' Art and Designer market held at Nepean Creative and Performing Arts



## High School

- Creative Connections with Western Sydney University, The Lewers Bequest and Nepean Arts and Design Centre
- Western Sydney Arts Three Day residential Visual Arts Camp attendee's Lily Petrovski Georgia Moore–Garland, Noah Ricci, Lily Astley, Angela Maynes, Angus Kotyk, Lauren Tester, Isabelle Van Opynen
- Young Creatives Year 11 Design Masterclass WSU
- Dobell Drawing School: Mia Van Den Dolder and Mia Van De Dolder. – (same Name)
- Arts Dreaming Bundanon Camp, Adopt a School Residential Education Program, 24 Indigenous students attended
- School Photography Initiative. • Arts Dreaming Printmaking Workshop at Penrith Regional Gallery
- WSU early entry in the Creative Arts Initiative

Educators established and model a culture valuing studio practice which extends Gifted and Talented capabilities through technical development and conceptual resolution. This was evidenced by:

- Studio capital in the area of Visual Design via the purchase of exposure Vacuum Frame Bench Model, 4 colour t-shirt Carousel and Silk Screens enabling the production of Textile and Fibre works
- Intensive Studio model launched to offer extended specialist investigations and technical skills with professional artists in Drawing, Sculpture, Printmaking and Digital Media
- Art Edge 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
- Lorelei Spek notable success and enrolment into the National Arts School for 2018

Creative Arts students experience extensive recognition and success for creative achievement across a plethora of platforms. This extends upon the breadth of exhibition opportunities for our students whilst enlightening diverse audiences about our artistic learning outcomes and engagement prospects. This was evidenced by:

- Selection of Ariadne Cabanero's Body of Work "One in Five" into Art Express
- Young Innovators Award Recipients with Mentorship with Jay Manley
- Three students Alex Stevens, Lily Petrovski and Mitchel Scott artworks selected for the DET Nagoya Artists exchange in Japan

## Ariadne Cabanero

- Harmony Day poster State Winner of NSW: Ariadne Cabanero
- Artist in Focus • 2017 NSW Schools Reconciliation Challenge, selected artists: 1st Place Lilian Petrovski, 2nd Place Clifton Cubby, 3rd Place Lavinia McKellor and 6th Place Caitlin Birksmith
- Stage 6 Creative Arts Specialist Awards: Eckersley's Emerging Artist Award: Elizabeth Lear, Derwent Technical Drawing Award: Ariadne Cabanero and Winsor and Newton Painting Award: Salome De Leeuw
- Mia Van Den Dolder acceptance and distinction success in the National Art School, Darlinghurst
- Operation Art: Shadae Ashby, Lee Espino and Riley Agius
- Sidewalk Photographic Exhibition at the Nepean Arts and Design Centre, TAFE NSW
- Year 12 Body of Work Exhibition
- Camden Show results: 3 Major Awards: Year 12 Best Exhibit in the Youth Section: Ariadne Cabanero, the most successful competitor in the Youth Section: Salome De Leeuw Yr 12, Most Outstanding Juvenile Artwork: Georgia Moore–Garland, 1st, 2nd and 3rd places obtained by Jacinta Taylor, Sonja Stoneley, Alex Stevens, Lily Petrovski, Amy Swarbrick, Angus Kotyk, Lily Rose Rafton, Ashley Bennett, Nour Zahr, Cooper Hill, Angela Maynes, Chen Bandong, Vanessa Nehme, Georgina Bunting, Noah Ricci, Paige Tesoreiro, Madeline Townes, Kelsey Lewis, Ariadne Cabanero, Salome DeLeeuw and Georgia Moore–Garland
- The Night Garden Exhibition at Lewers Bequest Art Gallery.
- Harmony Day Posters Award Recipients: State Winner: Ariadne Cabanero and Western Sydney Runner Up Georgia Moore Garland. Participants: Sarah Cottell, Emilee Forsyth, Corey Bullock, Chelsea Stroud, Emma Jackson and Bailey Mace.
- The Barbara Petchenik Children's Map Competition: 2nd Place and Prize for Creativity Lily Petrovski.
- International Students Visual Arts Contest: Certificate of Merit: Georgia Moore Garland.
- Luddenham Show: Luddenham Show: Overall Champion for the Best Exhibit in Photography: Cooper Hill, he also received a 1st and 2 2nd Awards.
- Encouragement Award: Chloe Clarke, 1st, 2nd and 3rd listings: Lilian Petrovski, Starphire Jacobs, Ariadne Cabanero, Max Rooney, Salome De Leeuw, Jordan Podmore, Grace major, Bethany price, Georgia Moore Garland, Jessica larkin, Kelsy Lewis, Chene Bandong, Aidan De Stoop, Noah Ricci, Mia Van Den Dolder, Tianna Stevens, Annabelle Petrovski, Claudia Gill, Trinity Ilagan, Angela Maynes, Claudia Gill, Zoe Williams, Brodie Hughes, Kelsey Lewis, Jemma Davis,



Jorja Axiak, Emily Neill, Paige Tesoreiro, Emma Jackson, Nour Zahr and Joey Graeffa.

• Design an Ad: Blue Mountains/Penrith 1st Place: Ariadne Cabanero, 2nd Place: Madalyn Rogan  
Mentioned: Alice Chitos, St Marys Star: 2nd Place: Alyshia Smith, 3rd Place: Chloe Pilley Hawkesbury 1st Place: Lily Petrovksi. Wollondilly 2nd Place: Ariadne Cabanero Blacktown 3rd Place: Jamie Bugeja, Mentioned: Lavinia McKellar.

• 25th Mil-Pra AECG Aboriginal Exhibition at Casula Powerhouse – Charntel Keith 4th Place.

## CIRCUS

### Ensembles/Companies

• Junior Circus Company • Senior Circus Company • Circus Aerials (Development) • Hand Balancing Company • Hand Balancing Ensemble • Hand Balancing (Development) • Collaboration Company (Multidisciplinary Company)

### Performances

• Schools Spectacular: Selected students from the Circus program were selected to be a Featured Ensemble with the prestigious opportunity to be part in the Segment: "Finding your Moment" in Dies Irae, "Beyond the Waves" in Deep Sea Dreaming, "Defining Moments" in Also Sprach Zarathustra and were featured in the Opening Video Package "Feel this Moment" choreographed by Kelley Abbey.

• Southern Stars: A selected featured circus ensemble performed and aerial, hand balancing and adagio item to "Don't Your Remember" at Southern Stars Arena Show "Postcards".

• PULSE: Circus students performed a hand balancing item with the PULSE Big Band to "Can You Dig It (theme from Ironman 3)".

• Ultimo Dance Festival: Collaboration Company performed their work "Without Sense or Reason" a work that combines contemporary dance, hip hop and circus elements.

• State Dance Festival: Collaboration Company work "Without Sense or Reason" was selected to perform their dance and circus fusion work at the State Dance Festival, performing twice during the Festival week including the VIP night.

• Circus Festival: This year was the debut of Circus Festival which was held at Nepean CAPA High School lead and coordinated by Allie Gunton. Circus Festival involved students from all over NSW who are studying Circus Arts. The students participated in circus workshops led by industry professionals, the opportunity to view "Stardust Circus", listen to Dan Aubin discuss the importance of circus and to conclude a showcase performance which highlighted the diversity of each school's circus program. Students from visiting regional and remote schools stayed at Nepean CAPA High School. The festival was highly

successful and will be running again in 2018.

• Diabetes NSW/ACT Gala Dinner: A select group of circus students were selected to perform and work professionally in the corporate sector for Diabetes NSW/ACT Gala Dinner – "Cirque".

• Afford Gala Dinner: A select group of circus students were selected to perform and work professionally in the corporate sector for Afford Gala Dinner – "Cirque".

• Circus Oz: Students from the circus program spent the day at Circus Oz experiencing live professional circus arts performances.

### Showcases

• Circus Showcase: In 2017, the Circus Showcase celebrated the work of the Stage 4 and Stage 5 curriculum programs. The showcase comprised of individual and group performances created through classwork and in the circus co-curricular program.

• Collaboration Showcase "The Four Seasons": The Circus Company and the Hand Balancing Company/Ensemble collaborated with Dance, Music and Drama to put together the Collaboration Showcase "The Four Seasons". Approximately 300 students were involved across all four faculty areas.

• Open Night: Selected students performed solo items throughout the evening at Open Night in the NAC.

• Orientation Day: Circus students performed 'Dies Irae' at the Orientation Day Concert.

## DANCE

**Ensembles/Companies:** Aboriginal Dance Company, Musical Theatre, Classical Ballet Company, Boys Contemporary, Hip Hop Boys, Hip Hop Girls, Senior Dance Company, Intermediate Dance Companies, Junior Dance Company, Tap Ensemble, Jazz Company

Collaboration Company (Multidisciplinary Company).

### Performances

**Schools Spectacular: In 2017 Dance was successful in having 14 featured dancers. 24 students were also selected to take part in Combined Dance. Students featured in Classical Ballet, Musical Theatre, B Boys Ensemble, Aboriginal Dance Company, Jazz and Contemporary.**

**Penrith Valley Performing Arts Festival:** The Tap Ensemble, Girls Hip Hop and Aboriginal Dance Ensemble all performed at this event showcasing Performing Arts in Penrith and Blue Mountains schools.

**Blue Mountains Nepean Dance Festival:** Both Intermediate Companies, Boys Hip Hop and Musical Theatre were successful in performing at Blue Mountains Nepean Dance Festival which is a

Showcase of Dance in the Blue Mountains and Nepean areas.

**Synergy Dance Festival:** Senior Dance Company, both Intermediate Companies and Junior Dance Company performed at Synergy Dance Festival. This was a fantastic opportunity for students to take part in a festival showcasing Dance performances from many schools.

**State Dance Festival:** This is a highly prestigious event and demonstrates the talent of the students. Senior Dance Company, Boys Contemporary and Collaboration Company (a multidisciplinary company) were successful in being selected to perform at a State level with their performances. Collaboration Company work "Without Sense or Reason" was selected to perform their dance and circus fusion twice during the Festival week including the VIP night. Selected students were also invited to perform as a part of the NSW Public Schools Dance Ensembles, as well as students from the Dance Off! Dance Camp troupe. Four Senior Dance Company students were also lucky enough to participate in a workshop with Lucy Doherty, a professional dancer and creator.

**Penrith Eisteddfod:** Girls Hip Hop, Boys Hip Hop, Jazz Company, Tap Ensemble, Junior Company and Musical Theatre Company all competed at Penrith Eisteddfod. Girls Hip Hop – 1st place in the Hip Hop section and 2nd place overall highest scoring group. Boys Hip Hop – Highly Commended. Jazz Company – Placing 1st place in the Jazz section and 1st overall – Highest Scoring group. Tap Ensemble – 1st place. Junior Company – 1st place. Musical Theatre – 1st place.

**Hawkesbury Eisteddfod:** Intermediate Companies, Jazz Company, Girls Hip Hop and Boys Hip Hop competed. Intermediate Companies placed 2nd and 3rd, Jazz Company placed 3rd, Girls Hip Hop placed 4th and Boys Hip Hop placed 1st.

**Dance Life Unite Eisteddfod:** Boys Hip Hop, Jazz Company, Junior Company, Senior Company and Tap Ensemble competed at this Eisteddfod. Tap Ensemble: 4th place; Junior Dance: Highly Commended, Jazz & Boys Hip Hop: Highly Commended.

**Ultimo Dance Festival:** Boys Contemporary, Collaboration Company and Boys Hip Hop performed at this Festival showcasing Dance throughout Sydney. Collaboration Company performed their work "Without Sense or Reason" a work that combines contemporary dance, hip hop and circus elements.

**HSC Performance Evenings:** The HSC Performance evenings were highly successful allowing students the opportunity to perform their programs to an audience for final feedback and performance practice.

**Operation Art:** 2 students from Boys Hip Hop and select students from Girls Hip Hop performed at the opening to Operation Art.

**Dance Off! Dance Camp:** students from Year 7 through to Year 12 represented the school at this camp.

special mention to the senior students for winning DOTT talent quest & the 9 select students chosen to be part of the Dance Off Performance Troupe.

**Lighthouse Dance Project:** This two day festival involves hundreds of students from NSW leading Performing Arts High Schools. The Lighthouse Dance Project is two days of sharing, learning, performing and auditioning with friends and colleagues from across the nation and abroad and multiple tertiary institutions are present at the event. Students from Year 10 and 11 attended the workshop component of the festival. Year 10 student Pedro Donoso was identified as a stand out in his workshop group and as a result offered a scholarship to participate in a week of training at the New Zealand School of Dance.

**Call Back excursion** – from the 2016 HSC Cohort: Rochene Cassidy had her Major Study Composition selected to be performed at the showcase. Eleanor Kennedy also had her Major Study Composition selected to be performed. Molly Bugeja and Sarah Cregan performed Rochene's piece titled 'Alzheimer's', Jarrod Everingham-Bryan and Joshua Moonen performed alongside Eleanor in her piece titled 'Under Pressure; Mind, Body and Behaviour'. Students from the current Year 12 and Year 11 dance classes went along to watch and Year 12 dancers participated in the workshop component of the event.

**Australian Ballet Workshops:** Members of the Australian Ballet presented a series of workshops to students in Year 6 who will be attending NCAPAHS in 2018 as Year 7 students and to students at the school. Students from Nepean's contemporary companies were also lucky enough to participate in these workshops.

## Showcases

**End of Year Dance Showcase:** involved an evening performance showcasing group work from the year, developed during classes and within ensembles. This sold out performance was highly successful, giving all students in the dance program the opportunity to demonstrate their talents to their families and friends.

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

**Composition Dance Showcases:** 2017 was the first year for the Composition Showcase. Performances were across 2 evenings, allowing students from years 7–11 to showcase their choreographic skills. Both evenings were well attended by staff, parents and students alike and were a huge success. In 2018 there will be the continuation of this model.

## Camps/Workshops/Representation

Dance Off Dance Camp, Dance Off Dance Company, Sydney Dance Company Workshops

Sue Healey Workshops, Bangarra Dance Company workshops, State Dance Camp, State Dance Company.

## HSC

### Callback Nominations:

Annabelle Owen Core Composition, Patricia Holt Core Composition, Zoe Thripp Core Composition, Annabelle Owen Core Performance, Zoe Thripp Core Performance, Annabelle Owen Major Study Composition, Baylee Quinlan Major Study Composition, Hannah Reimer Major Study Composition, Zoe Thripp Major Study Performance, Simone von zum Hof Major Study Dance & Technology – Film & Video.

## DRAMA

### Ensembles/Companies

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

### Representation/ Performances

• State Drama Festival/Ensembles– Nepean Creative and Performing Arts High School was well represented at the 2017 NSW Public Schools State Drama Festival. The following students were successfully selected into the NSW State Schools Drama Ensembles Program; Brigette Fletcher and Joanna Simeon (Year 7), Justin Boerst, Emily Johnson and Julia Mooney (Year 9), Kirsty Lavender and Kate Stanley (Year 10), Jarrod Everingham–Bryan (Year 11) who all performed with their ensemble at the Festival. Nepean was also successful with The Drama Company selected to perform “A Dignified Moment” and our Intermediate Drama Ensemble selected to perform “Alice”. Mrs Belinda Simon was also awarded The NSW Public Schools Drama Teacher of the Year Award at the festival.

• Lights–Up Drama Festival – This is a Macquarie Park Directorate festival, which is a showcase of Drama in NSW Public Schools. This year, The Drama Company and Intermediate Drama Ensemble were selected to perform at the festival. For the first time the festival also ran a week intensive ensemble workshop with Ilesha Kumarasamy and Lilian Petrovski selected to perform in the Senior Ensemble.

• Schools Spectacular: 18 Drama students were represented in the first ever Combined Drama Ensemble in the Schools Spectacular 2017, with teacher Mrs Belinda Simon co-directing the Segment: “Fantastical Moments”.

• 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. Senior Drama Ensemble performed at this festival. Students worked with an artist on their performance.

• State Theatresports Competition – Congratulations to our Intermediate Drama Theatresports group; Chene Bandong, Molly Bugeja, Hannah Forsyth, Molly Walker

and Cassie Olsson.

• Year 11 Play: Year 11 Drama class performed a new work “Fourteen and Nine Months” to a packed house. This production was doubled as their assessment for Elements in Production. It enables students to take part in all of production; acting, set design, stage management, audio and lighting, directing and producing.

• Pulse– 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.

• Penrith Valley Performing Arts Festival – Nepean students from the PULSE Junior Drama Ensemble performed “Two Wolves”.

• Junior Productions– The Junior Production Company performed “Luke Lloyd”. The company presented two performances to a full house audience of their peers. They also performed “Not So Grimm Fairytales” which was an hour production performed to the local primary schools.

• Nepean Young People’s Theatre – In collaboration with VET Hospitality, VET Entertainment and NYPT, our school presented a 3 course dinner theatre at TAFE WSI. Students performed “The Werewolf’s Curse”. Later in the year students presented an hour production of “Children of the Black Skirt” to an audience of their peers and the general public.

• Universal Languages – Students interviewed residents from Edinglassie and re-created their memories in a 30 minute original theatrical work presented to the public and to the residents of Edinglassie. This year the theme explored where people created their homes.

• Theatresport Gala Day: Students participated in a workshop with an industry professional then competed against students from other Department of Education Schools.

• Arts Alive Film Festival: Students from the Film Ensemble presented their films at Dendy Cinema in Circular Quay.

• You’re Wonderful: Students participated a Department of Education initiative that has been viewed a million times. The focus of the film was on the power of positivity and words.

### Showcases

• Two Drama Nights showcasing individual and group work from the year within classes and within the Ensembles.

• Collaboration Showcase “The Four Seasons”. Drama Ensembles collaborated with Circus, Music and Dance

to put together the Collaboration Mid-Year Showcase “The Four Seasons”. Approximately 300 students were involved across all four faculty areas.

- 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.

### Camps/Workshops

- 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.
- NIDA Workshops– Our Year 11 Drama Class were treated to NIDA workshops with Industry Professionals in the area of Group Devising. Students also watched the NSW Public Schools State Drama Company perform the debut of “Pineapple Wars”.
- 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.
- Australian Theatre for Young People Workshops– 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.
- Co-Lab: This was the debut year for Co-Lab created by Anthony Vassallo. Year 12 Drama students participated in workshops with professional artists on devising and then presented their work in progress to a panel of their peers and the general public.

## MUSIC

### Ensembles/Companies

- Junior Rock Bands • Senior Rock Bands • The Vocal Ensemble • The Vocal Company • Concert Band • Music Company

### Performances

- Schools Spectacular: 24 students represented in the Combined Choir, students were accepted into Core Choir, Stage Band and Brooke Paulley and Jacqui Dwyer were Featured Artists.
- Penrith Valley Performing Arts Festival: The Vocal

Ensemble performed “In the Arms of the Angel” and Jayd Abacan Luna performed a solo “Empire State of Mind”.

- 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.

- HSC Performance Evening: Music 1, Music 2 and Extension classes took part in the HSC performance evenings and Recital Evenings in order to allow students the opportunity to perform their program prior to the HSC.

- Penrith Festival: a number of students performed at Penrith Festival.

- Panthers on the Prowl Graduation a select number of students performed at this graduation ceremony to celebrate the work done in schools by Panthers on the Prowl.

- Southern Stars: Bobby Harrison performed as a solo vocalist and instrumentalist at Southern Stars.

- Talent Development Project: 6 students were selected for the TDP. Jacqueline Dwyer graduated from the program in 2017 and Jenna Woolley remains in the program in 2018.

- Encore Nominations: Brooke Paulley, Jasmine Dicker, Mitch Hand and Bobby Harrison were nominated for Encore in 2017.

- Leukaemia Foundation: students performed at the rally in Penrith raising money for Leukaemia research.

- Operation Art: Students were represented in the Arts Unit Marching Band and PULSE Big Band who performed at the opening of Operation Art at the Armoury.

### Showcases

- Music Night showcased individual and group work from the year within classes and within the Ensembles and Companies.

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

### Camps/Workshops/Representation

- 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, PULSE Vocal Ensemble and PULSE Big Band are run out of 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.
- Eliza Swan, Taine Steele–Allen, Katie Garrod, Brock Rodziewicz, Byron Garn and Milo Moleka represented the school in the PULSE Vocal Ensemble.

## HSC

- HSC Study days – students attended the HSC study days where they focused on preparing for their HSC. Students had the opportunity to perform in these days for marking from external markers.
- HSC Aural Preparation – HSC marker in Extension Music came to the school to run a workshop preparing students for performances in the HSC.
- Year 12 students attended Encore as an excursion.
- 4 students were nominated for Encore.

## Technology and Applied Studies

In 2017 students continued to show a strong interest in TAS subjects undertaking HSC courses in Construction, Food Technology, Hospitality, Industrial Technology Timber and Textiles and Design. Hospitality students have continued to be active learners within the school community and have catered for events such as the Staff Breakfast, Open Night and the Zone Athletics Carnival. Students have developed their skills in real world situations and gained confidence interacting with a wide range of community members. Year 12 Construction participated in whole school projects such as the construction of the long jump pit and were involved in cross curriculum initiatives such as building props for the CAPA faculty. Three students were nominated for the Schools Industry Partnership Awards and received recognition for their involvement in VET courses. For the fifth year in a row, Nepean Creative & Performing Arts High School received the highest points in the cooking categories and once again received the Talinga School Shield award. Students received a total of 68 first, second, third and highly commended ribbons and awards. 84% of students who entered food items received an award at the Penrith Show. Four students received sponsored special prizes from local community organisations. TAS continues to grow and develop as an integral part of the Nepean CAPA High School community.