

# Nepean Creative and Performing Arts High School

## Annual Report



2018



*Creative and  
Performing Arts*

8383

## Introduction

The Annual Report for **2018** is provided to the community of Nepean Creative and Performing Arts HS 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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4728 7200

### 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.

2018 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 2018. 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 64 students. The school provides students with a caring and supportive learning environment with a broad curriculum and a range of opportunities to enable learners to develop and succeed. The school enjoys strong parental and community support and has positive links with primary schools.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In relation to the Teaching Domain of the School Excellence Framework: The school is delivering in: Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development.

In relation to the Learning Domain of the School Excellence Framework: The school is sustaining and Growing in: Learning Culture and Wellbeing and Delivering in: Curriculum, Assessment, Reporting and Student Performance Measures.

In relation to the Leading Domain of the School Excellence Framework the school is 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

#### 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 ensure lesson and learning opportunities are engaging and teaching strategies are evidenced based. Individually and collaboratively teachers will evaluate the effectiveness of their teaching practice, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

#### Overall summary of progress

In the Strategic Direction of Teaching 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 were required to undertake new programming to address changes to the National Curriculum. This provided the ideal opportunity to address the programming template used across the school. To align programming with a three tiered approach to ensure differentiation of instruction. The new curriculum programs had to contain the core area of study, adjustments to enable all students to access the work and extension activities to extend and challenge those students capable of working beyond the core curriculum. Staff were required to collect evidence of student progress and achievement through a range of learning activities. This enhanced teacher knowledge and understanding of achievement standards, 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 the DoE moved towards the 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 teaching and learning, student and staff well-being 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 examinations and this was consolidated in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. All teaching and learning programs will be constructed using a consistent program template that embeds three tiers of differentiated instruction aligned to whole school initiatives.	1. \$15,000  A number of sessions in SDD were allocated to programming to support the implementation of the new stage 6 syllabai.	1. A NESAs compliant differentiated template was developed for use with all new syllabi
2. Measured growth in all students' literacy and numeracy skills developed as evident in SMART, SCOUT, RAP data.	2. \$200,000 equivalent funds have been consumed to enable roll call to continue with literacy and numeracy focus areas for stage 4 students, in addition to the peer reading program with Years 7, 8, and 10 as reading assistants	2. Bump It Up Team, has tracked student performance and growth.
3. All staff demonstrate their ability to utilise data literacy analysis through T&L program registration and PDP processes, including an evaluation of their		3. A small number of staff are undertaking lead through the professional teaching standards or undertaking leadership courses as special projects with the department.
		4. Limited implementation of e-portfolios to date
		5. Limited parental involvement in school organised information sessions
		6. Strong alliances have been created with the development of the Nepean Learning Alliance

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>value added effect size.</p> <p>4. Increased number of teachers completing accreditation at Highly Accomplished and Lead Levels.</p> <p>5. School wide use of e-portfolios to provide student feedback and set learning goals.</p> <p>6. Increased parent participation in workshops on current teaching and learning methodologies and whole school priorities.</p> <p>7. Increased engagement in school community networks like the Penrith Education Alliance.</p> <p>8. Increased number of students participating in the BYOD program as a result of increased staff leadership in implementing the use of technology.</p>		<p>involving feeder primary schools.</p>

## Next Steps

Staff will continue to develop their knowledge of the standards and utilise the programming template on new curriculum

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 the 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, with a Roll Call supported Literacy and Numeracy program for all Stage 4 students. The skills developed by the team will be shared within their own faculty to ensure that teaching practices 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

### Learning

#### Purpose

Students, staff and parents working together towards a collective goal of engaging students in rich learning experiences, developing the vital skills for flourishing now and in future years.

Staff will appreciate that every child brings their own set of experiences, knowledge and skills to school with them. These will be considered when planning individual learning pathway. Staff will plan learning to ensure students are engaged in rich learning experiences to develop the vital skills, now and into their future. Teachers will also support students to make successful transitions into future learning or employment, developing the skills to make informed contributions as citizens and leaders.

#### Overall summary of progress

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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ol style="list-style-type: none"><li>1. Increased positive learning culture through the consistent application of whole school administrative, wellbeing systems and teaching and learning processes.</li><li>2. Develop and implement Growth Mindset Model with an emphasis on student self-reflection tools.</li><li>3. School wide implementation of PBL evidenced through increased assessment submission rates, increased attendance rates and decreased rates of incidents requiring disciplinary action.</li><li>4. Extended engagement with regional Learning Alliances and organisations to enhance teacher engagement in professional learning, professional discourse and collaboration.</li><li>5. Increase engagement in coaching conversations with KLA</li></ol>	<ol style="list-style-type: none"><li>1. The HT Engagement, Enrichment and Recognition position, and a second HT Administration position was created to support whole school system management.</li><li>2. TPL in Growth Mindset and student feedback was undertaken by the School Executive.</li><li>3. Funding allocated to support personnel in created positions as noted above.</li><li>4. A small team have been allocated time to attend and support the newly formed Nepean Learning Alliance. This has positive impacts on developing an understanding of the connections between Stage 3 and 4 numeracy and how it is taught in schools</li><li>5. Money will be allocated to this in the 2019 budget.</li><li>6. Relief days were</li></ol>	<ol style="list-style-type: none"><li>1. Enhanced tracking of student attendance and student achievement was achieved resulting in greater levels of engagement.</li><li>2. This has not been rolled out across the school, but will be on the agenda for 2019</li><li>3. Monitoring of attendance has seen a marked improvement in student attendance around truancy and this has had a positive impact on the learning culture in the classroom.  Increase in submission rates in assessment has also been a positive outcome of improved tracking and student support.</li><li>4. A positive connection has been established with local partner primary schools and a strong alignment of numeracy personnel will enhance outcomes for students in understanding and unpacking numeracy in future years.</li><li>5. This was not undertaken in 2018.</li><li>6. A comprehensive policy was developed and will contribute to school BYOD management moving into 2019.</li><li>7. Positive increase in the number of students who have achieved Band 7 or greater.</li><li>8. HSC performance. An increase of 140% in achievement of Band 6's and a 48% increase in the</li></ol>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>and Team leaders, student and parents to drive positive change in learning and assessment.</p> <p>6. Reinvigorate the school's BYOD policy to engage students as learners and improve communication between students, teachers and parents.</p> <p>7. Increased percentage of Year 7 students performing at Band 7 or above and Year 9 students performing at Band 8 in NAPLAN.</p> <p>8. Increased percentage of students achieving Band 5 and Band 6 in HSC examinations in all courses.</p>	<p>provided to revise the BYOD policy</p> <p>7. Employment of additional LaSTs, SLSOs and learning resources to supplement roll call numeracy programs.</p> <p>8. Teacher time allocated to program writing and data analysis.</p>	<p>number of Band 5s from the previous year.</p>

## 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 2019, the school will re-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 2019 with enhanced use of Sentral reports and student mark books across all stage groups. The ongoing collection of useful data will continue to assist with establishing focus areas for the PBL team.

The One Note Team was 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 Office 365 and One Note and One Note Classroom was fundamental in enabling students to access online learning and stay abreast of KLA curriculum requirements.

Numeracy and literacy programs will continue during DEAR classes for Stage 4 students.

Coaching and Mentor training will be undertaken by all Executive in the school in 2019, with a goal to enhance the qualities of conversation undertaken between staff and executive around the PDP process.



## Strategic Direction 3

### Leading

#### Purpose

Creating a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

It is essential to have a school-wide culture of high expectations and a shared responsibility for student's engagement, learning, development and success. Students will benefit from the school's planned and proactive engagement with parents and the broader community. They will also benefit when the school ensures resource allocation, operational requirements and accountability serve the overarching strategic vision of the school community. It is essential that our school and staff develop a self-sustaining and self-improving focus that will continue to support the highest levels of learning as a legacy of their contributions.

#### Overall summary of progress

The school introduced a new differentiated program template for all new National Curriculum. This has ensured NESAs and NCCD compliance.

This has been supplemented by the consolidation of ALARM (A learning and response matrix) across all years in the school and incorporated into all assessment schedules and assessments). This has ensured a baseline learning scaffold to enhance student performance in extended response questions leading to students achieving in higher bands in the HSC.

Succession planning was undertaken with a number of staff provided opportunities to relieve as Executive in the school or undertake whole school programs both within the school or part of the Nepean Learning Alliance.

A number of staff undertook professional learning in the areas identified in the PDPs and as part of a whole school focus. Behaviour management, program writing, program differentiation to name but a few.

Enhancement of the physical environment has increased resourcing and opportunities for student engagement.

Tightening of the uniform, electronic devices and attendance policies has had a positive impact on student engagement and compliance.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ol style="list-style-type: none"><li>1. Increased consistency of whole school monitoring and compliance with NESAs, NCCD and WHS monitoring processes.</li><li>2. Increased staff leadership of school based initiatives and programs</li><li>3. Increased number of staff completing APSTs at Highly Accomplished and Lead levels</li><li>4. Professional learning opportunities on classroom management and the effect of the physical environment on learning will be provided to 100% of teaching staff.</li><li>5. Improved use of the physical learning environment of the</li></ol>	<ol style="list-style-type: none"><li>1. PL and resources to support NESAs and NCCD understanding</li><li>2. Professional Learning time and casual relief days help supplement opportunities for staff to undertake leadership opportunities. A number of staff have secured scholarships to fund targeted leadership programs. The Executive Team held an annual conference for the first time in many years to develop the team's capacity to unpack the School Excellence Framework.</li><li>3. Allocation of relief days</li></ol>	<ol style="list-style-type: none"><li>1. Continues to be a major focus in the school. Positive progress in NESAs and NCCD compliance.</li><li>2. The Nepean Learning Alliance, the Numeracy project, the One Note Team are examples of staff leading learning in the school and beyond.</li><li>3. Staff continue to engage in higher levels of accreditation.</li><li>4. A small number of staff were identified to attend specific behaviour management programs. These staff are also being supported by their HTs in classroom management strategies.</li><li>5. Improvements and modifications to the library, the creation of a flexible learning space in D16 and an outdoor synthetic court have been established.</li><li>6. An increase in positive letters and awards going out to the student body as been well received</li></ol>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>school, including open and closed learning spaces.</p> <p>6. Increase in positive Sentral entries for all students and a decrease in negative entries regarding behaviour, ICT issues, uniform compliance and attendance</p> <p>7. Increased staff, student and parent participation in Tell Them from Me Survey and other data collection processes.</p> <p>8. Increased parent participation in parent friendly workshops.</p>	<p>to support staff development at high levels of accreditation</p> <p>4. TPL funds provided to enable staff to attend targeted workshops on behaviour management</p> <p>5. \$50,000 allocated to enhance learning spaces</p> <p>6. Staff awareness session at staff meeting</p> <p>7. Allocation of time to the timetable to schedule completion of the TTFM survey</p>	<p>7. Increased participation in survey with stronger data to support and steer school direction.</p> <p>8. Parent attendance at events like Open Night, Subject Selection increased through better promotion. One parent workshop on Cyber Safety was completed as well.</p>

## Next Steps

Programming for the new National Curriculum for Stage 6 will continue in 2019. This will ensure ongoing NESA compliance and use of the differentiated programming template. This will continue to be rolled out across the school as required.

Staff involvement in grants and scholarships that support leadership will continue in 2019. Executive Leadership opportunities will be supported as executive aspire for Senior Executive roles within the school and across the Department.

Professional Learning will continue to support identified individual staff needs, school focus areas and departmental requirements.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>RAM Aboriginal Flexible funding: \$58,238</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, Homework Centre support and mentoring.</p> <p>Students' NAPLAN performance in line with all students.</p> <p>Attendance rates well above ATSI students average across NSW.</p>
<b>Low level adjustment for disability</b>	<p>RAM Disability funds of \$254,475 funding covered the cost of 1.5 permanent LaST positions as part of the teaching entitlement, plus 2 additional temporary Learning and Support Officers (LaSTs)</p>	<p>The provision of 2.5 LaST positions into the school has enabled considerable scope to support students both within and beyond the classroom in the areas of Literacy and numeracy and general classroom engagement and access to the curriculum.</p>
<b>Socio-economic background</b>	<p>RAM Socio-economic Background: \$264,025 funding of an additional 3 Student Learning and Support Officers to assist the LaSTs.</p> <p>Numeracy and Literacy resources were purchased 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>Consolidation of ALARM (A Learning and Response Matrix) across all KLAs.</p>
<b>Support for beginning teachers</b>	<p>Beginner teacher funding \$33,000.</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$43 000.00)</li> </ul>	<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			
	2015	2016	2017	2018
Boys	399	403	408	402
Girls	596	662	670	680

Applications for enrolment in the school continue to increase, consequently an additional class will be created for Year 7, 2019. As a result, three additional demountables were installed in Term 4, for the 2019 school year. In all other years enrolments have been capped at 195 in each cohort from Years 8 – 10. 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	2015	2016	2017	2018
7	93.7	92.4	93.7	90.9
8	93	91.5	90.4	89.7
9	89.6	91.7	90.4	85.1
10	91.2	89	87.8	87.4
11	88.4	88.9	86.8	84.8
12	89.6	87.3	89.5	83.7
All Years	91.2	90.4	89.9	87.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Student attendance average has declined in the past 12 months. This may be attributed to a number of both positive and negative variables. There is a definite increase in the number of students who experience anxiety and thus have spasmodic attendance or avoid

school altogether. There is a state wide trend of declining attendance in all year groups over the past 4 years. On a positive note we have many auditioned students who access CAPA opportunities beyond the school which impacts on their attendance at school but supplements, enriches and grows their performance in specialist areas. It may be worthwhile moving forward to investigate the % attributed to either school avoidance or enrichment and vocational opportunities.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	2
Employment	10	10	52
TAFE entry	0	15	9
University Entry	0	0	43
Other	0	0	7
Unknown	0	0	0

In 2018 more students chose university as a post-school option than the previous year. The majority of these students are enrolled at Western Sydney University followed by Macquarie University, University of Technology Sydney, University of NSW, University of Wollongong and Bellevue University (USA).

The percentage of students attending TAFE has increased marginally from the previous year. Most of these students are enrolled at colleges in the Western Sydney region.

The percentage of students choosing tertiary study at private colleges has almost doubled from the previous year. Private colleges attended included: Brent Street Performing Arts, Academy of Interactive Entertainment, Dargie Entertainment, ED5 International and the Australian College of Theology.

The percentage of students securing full-time employment decreased by 2% from the previous year. There was also a significant increase in the number of students working part-time. Industries of employment include Retail, Electrical, Air-conditioning, Hospitality, Animal Care, Warehousing, Entertainment, Nursing, Childcare and Administration.

There was a slight decrease in the number of students who had secured apprenticeships and traineeships. These industries include Plumbing, Childcare and Administration.

Those students who have taken a gap year are currently working with plans to travel overseas.

There was a dramatic drop from last year in the number of students who are looking for work.

### 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. Ten vocational pathways were accessed by our students with students filling 170 places in 2018, with some students undertaking two courses of study. The following indicates the breakdown across all areas which were successfully completed.

Engineering and Related Technologies: 1

Architecture and Building: 7

Agriculture, Environmental related Studies: 2

Health: 7

Management and Commerce: 4

Society and Culture: 2

Creative Arts: 24

Food, Hospitality and Personal Services: 13

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.57
Other Positions	1

\*Full Time Equivalent

Nepean Creative and Performing Arts High School has five Aboriginal staff members, four 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 were deemed 'proficient'. Two staff members are working through the Highly Accomplished level and one at Lead level.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	677,676
<b>Revenue</b>	12,975,836
Appropriation	12,010,124
Sale of Goods and Services	367,359
Grants and Contributions	589,086
Gain and Loss	0
Other Revenue	5,145
Investment Income	4,123
<b>Expenses</b>	-13,037,498
Recurrent Expenses	-13,037,498
Employee Related	-11,341,160
Operating Expenses	-1,696,338
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-61,662
<b>Balance Carried Forward</b>	616,014

The table above indicates a large rollover figure; however, this figure is not reflective of all year transactions. Payments for December 2018 are still being addressed as we move into 2019, although these payments have yet to be subtracted from the budget at this point in time. There is over \$250,000 worth of committed funds yet to be withdrawn from the 2018 financial balance.

This is one of the challenges of the new SAP system where debits may not appear until up to three months from the time of order placement.

The table below provides an overview of the school finances at the end of 2018. 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. The general voluntary school contribution went to the installation of a ViVi technology program and an outdoor astro turf sports court.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	9,367,472
Base Per Capita	217,591
Base Location	0
Other Base	9,149,882
<b>Equity Total</b>	618,701
Equity Aboriginal	58,238
Equity Socio economic	264,025
Equity Language	41,963
Equity Disability	254,475
<b>Targeted Total</b>	1,310,532
<b>Other Total</b>	187,481
<b>Grand Total</b>	11,484,186

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

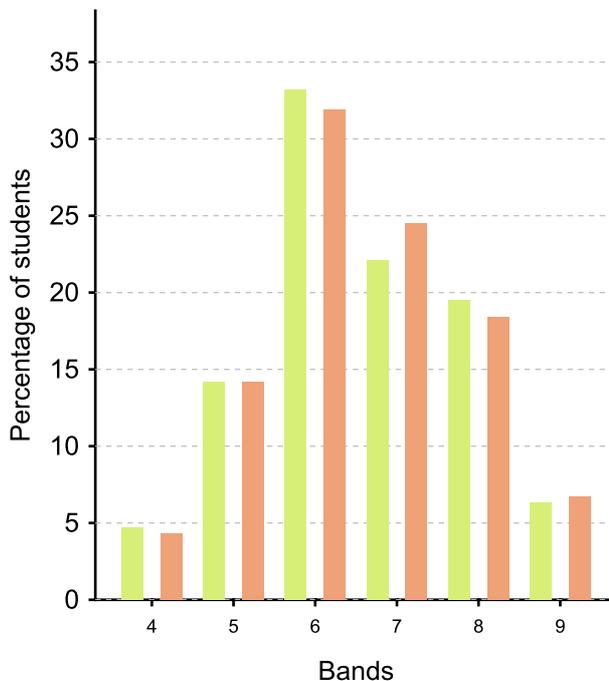
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

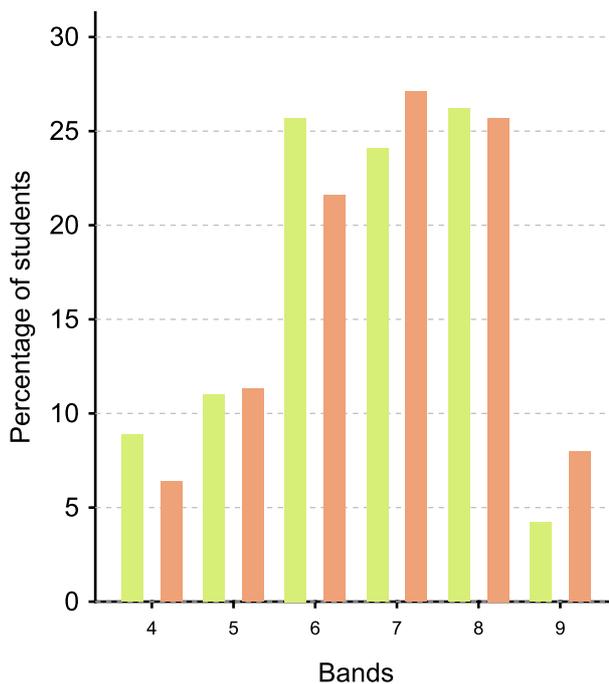
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Further details of the school's performance generally and versus similar schools can be found on the 'My School' 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 79.6% of students in 2018. Grammar 67.1% of students in the top four bands in 2015 and 77.3% in 2018. Spelling from 76.9% in 2015 to 78.9% of students in the top four bands in 2018.

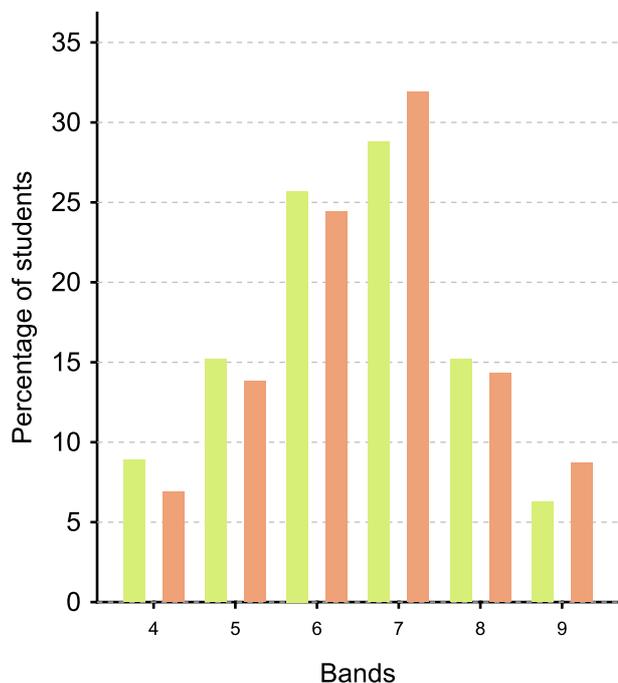
Percentage in bands:  
Year 7 Reading



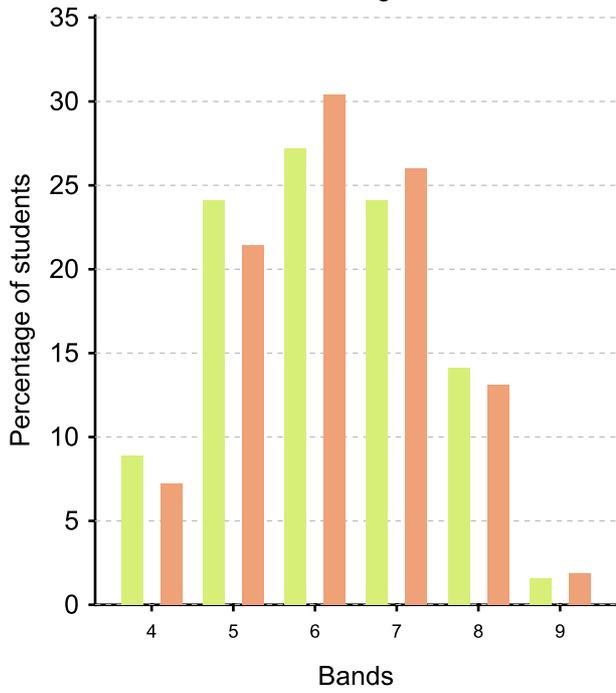
Percentage in bands:  
Year 7 Spelling



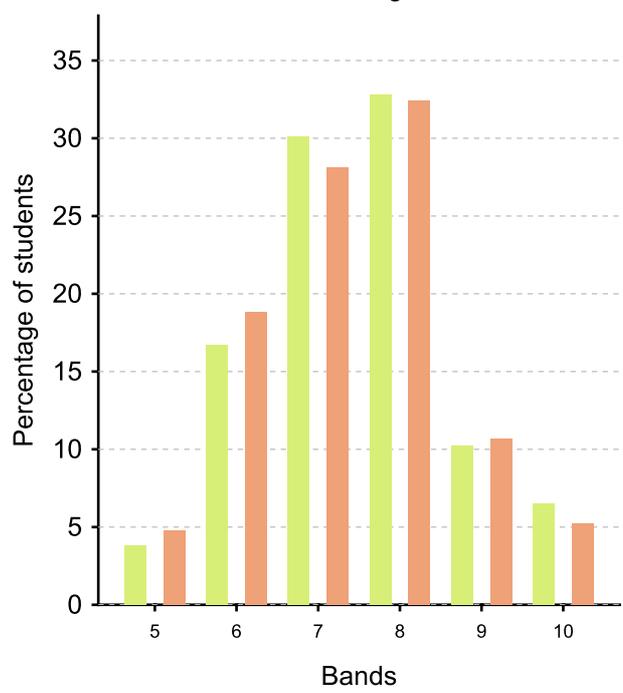
Percentage in bands:  
Year 7 Grammar & Punctuation



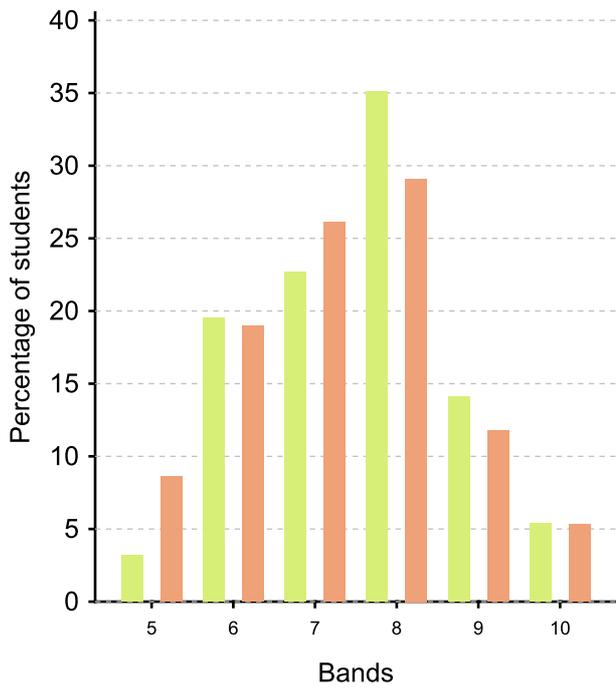
**Percentage in bands:**  
Year 7 Writing



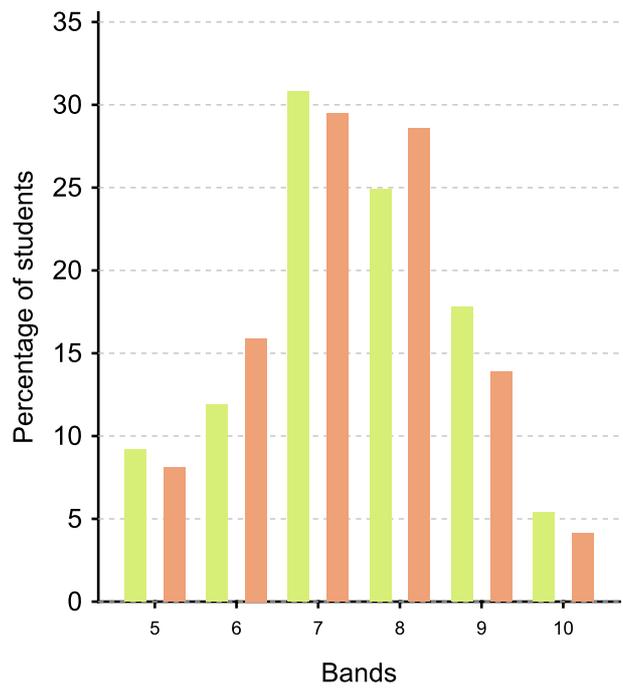
**Percentage in bands:**  
Year 9 Reading



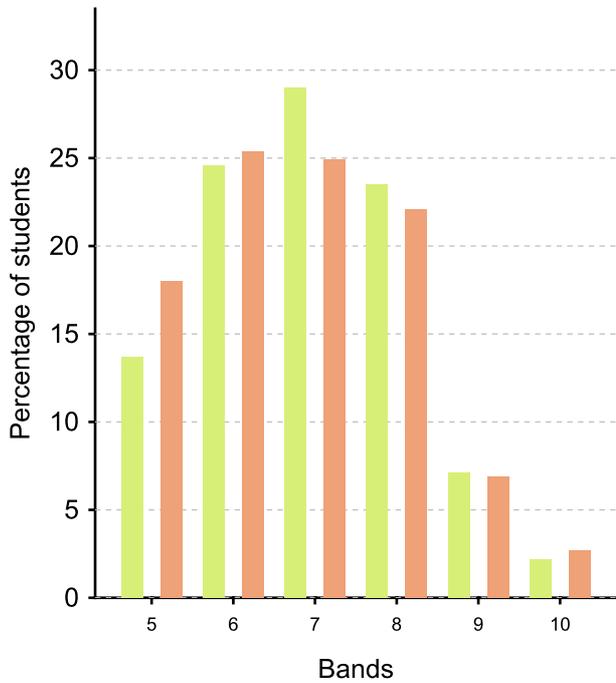
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling

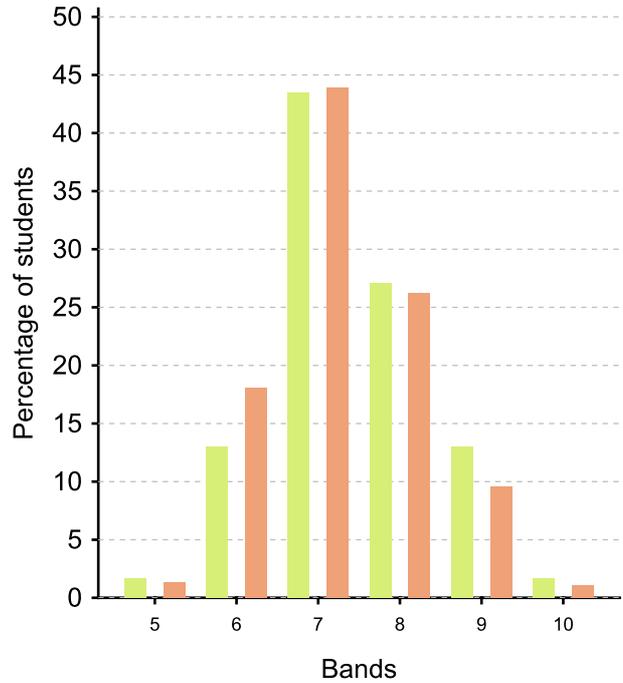


**Percentage in bands:**  
Year 9 Writing



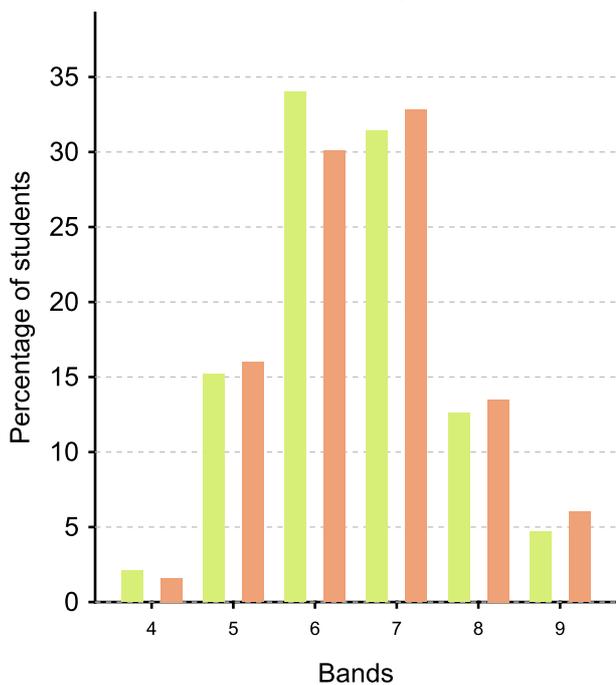
There is a positive trend in the Year 9 data where there is a decrease in the percentage of students in the lower bands and an increase in the percentage of students in the higher bands. From 72.9% of students in the top four bands in 2015 to 85.3% of students in the top four bands in 2018.

**Percentage in bands:**  
Year 9 Numeracy



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.

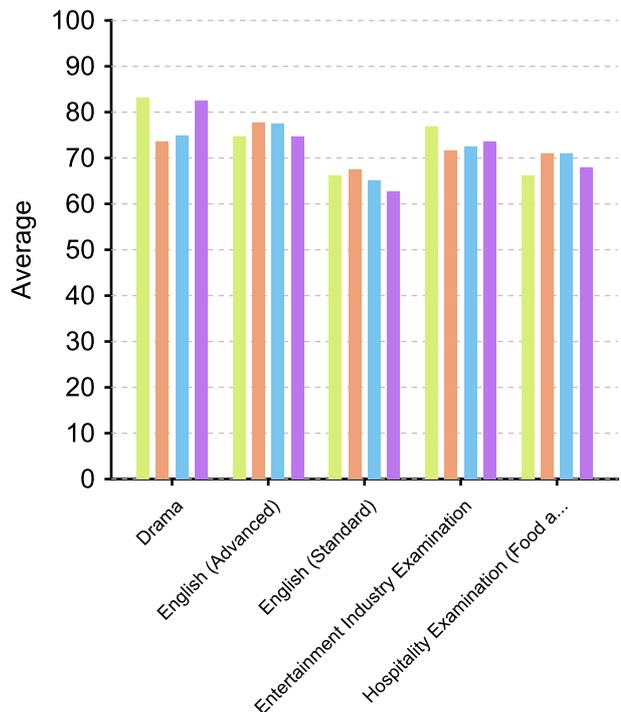
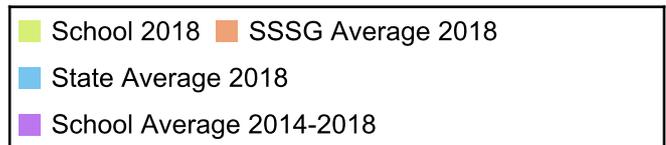
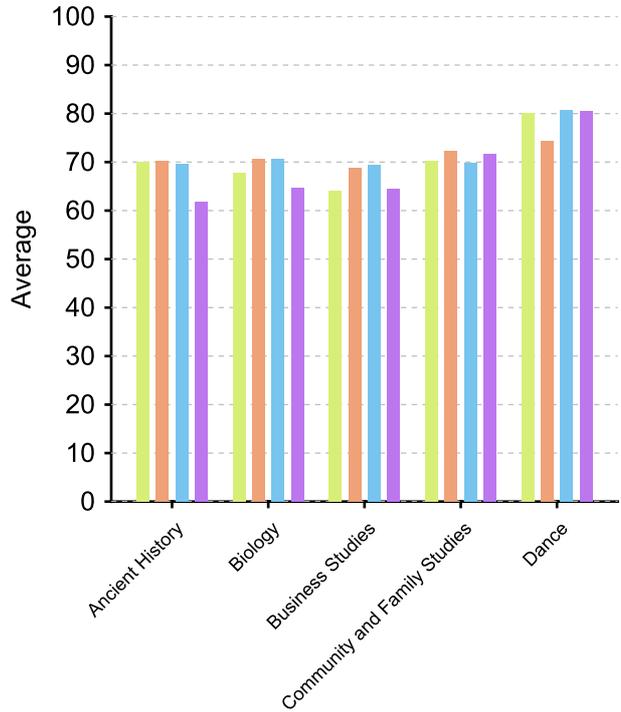
**Percentage in bands:**  
Year 7 Numeracy

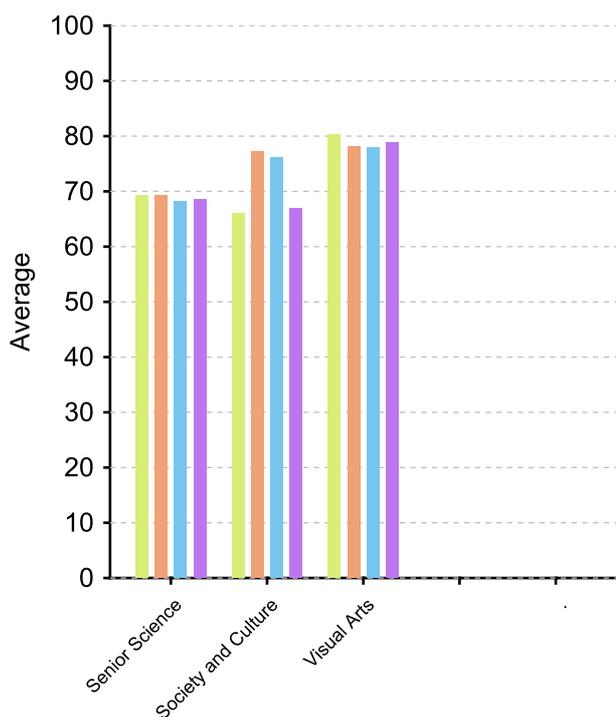
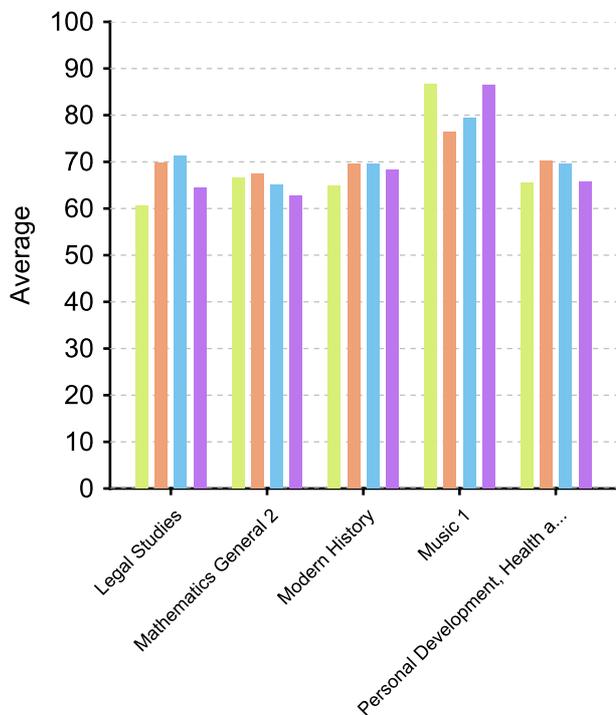


All ATSI students were supported to achieve minimum standards through the employment of a NORTA NORTA tutor and additional SLSO support.

### Higher School Certificate (HSC)

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





Performance in the 2018 HSC has yielded a number of pleasing results. Of the 18 subjects reported on, 13 subjects were equal to or better than the school average for past 5 years. That is 9 subjects were above school average and 4 equivalent to the 5 year average. Unfortunately, a small number of subjects did not surpass the average from previous years. These subjects have undergone HSC analysis to determine the reason behind the performance. Subsequently a review of the respective teaching and learning programs and assessment practices has been completed and necessary adjustments have been implemented where necessary to ensure stronger performance in the future.

## 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 55% 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 Years 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. The introduction of 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 70% of the student population. Improved communication through the school website, Facebook, LINK newsletter and the Sentral 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.

2018 has seen a momentous step forward with the implementation of the Aboriginal Education Team (AET). The AET has a clear path in which to travel and increase the presence of Aboriginal Education within the school community. NCAPAHS has become involved in the Reconciliation Action Plan Movement, through Narragunnawali. Through starting our reconciliation journey, we take a strong stance on the betterment of all our students within the school community.

The Pathways to Dreaming program is a collaboration between Nepean Creative and Performing Arts High and the Engagement Unit of WSU. 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. 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 to plan their future how ever 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. In the 2018 school year 5 ATSI students were successful in securing an ATSI identified Early Acceptance offer to WSU.

These students include:

Anastasia Dean: Teaching (Primary)

Shianne Graham: Nursing

Isaac Sales: Computer Technology

NAIDOC celebrations focussed around the sharing of culture and language with a whole school celebration, and cultural workshops with the community for our students. The NAIDOC theme, "*Because of her we Can*", celebrated the strength and diversity of the women within the ATSI community who continue to push forward for the reclamation of language and self-determination.

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 "*Marryuna*". This piece was an adaptation of the School Spectacular performance choreographed by Bangarra Dance company.

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 Carly de St

Germain in Teaching and Learning.

## Multicultural and anti-racism education

### Anti Racism 2018

Racism is ugly. It divides people into "us" and "them", it is based on where we come from or the colour of our skin. It happens when people feel that it's okay to treat others badly as they go about their daily lives. How *something as permanent as race, something no one has a choice in making can make one better than another person?*

At Nepean Creative & Performing Arts High School, 'There is no place for Racism'.

There is a **zero Level** tolerance on Anti-Racism at NCAPAHS.

The school has the following processes in place to deal with any issues that may arise:

- \* We have a trained ARCO at our school
- \* The majority of the Year Advisors, Principal, Head Teacher EER are all trained in Anti-Racism Policy
- \* Posters all over the school promote Anti-Racism
- \* SRC and school messages on assemblies promote Anti-Racism
- \* Harmony Week is celebrated every year at the school
- \* School values promote respecting individual differences and being inclusive.

## Other school programs

### Creative Arts

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

Our Gifted and Talented students' capabilities in technical development and conceptual resolution is established and modelled by our teachers who promote a culture that values studio practice. This is evidenced by the following:

### In School Experiences

- \* Breadth of curriculum offering in **Visual Design, Photographic and Digital Media and Ceramics** in Stage 4, Stage 5 and Stage 6.
- \* **Intensive Studios:** Five intensive studies have been introduced for 90 minutes of specialist extension in Drawing, Sculpting, Painting, Printmaking and Photo Media.

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

\* **Immersive Studio** experiences with specialist artists: Blake Griffith, Pirra Griffith, Ruth Hessey, Angela Von Boxel.

\* **'Leave your Legacy'** framing initiative launched.

\* **Special Arts Recognition Awards** were established in 2018. These include: Eckersley's Emerging Senior Artist, Eckersley's Junior Artist, Click Media Digital Arts Award, Derwent Technical Drawing Award, Winsor and Newton Painting Award, and the Black Door Artist Award.

\* **Open Day**

\* **NAS Intensive Studio Practice**

\* **Taronga Zoo**

\* **Night Garden**

\* **HSC Intensive Studio Practice**

\* **Lewers Immersive Studio experiences**

### **Exhibition Platforms and Permanent Collections and Award Recipients**

Many of our Creative students experience extensive recognition and success for their creative achievement across a plethora of platforms by receiving awards or having their works selected for inclusion into select exhibitions and permanent collections such as:

\* **HSC Exhibit – "Nacho Night"**

\* **Woof Art Competition:**

**Highly Commended** – Charlotte Bowden Year 7

**Pablo's Pick** – Teagan Peacock Year 7

**People's Choice** – Lilian Petrovski Year 9

\* **Art Ambush**

\* **NSW DoE Online Art Gallery**

\* **Art Express 2019:** Sarah Cregan Year 12

\* **Nepean Virtual Gallery:** newly established

\* **Trashion Fashion:** Award winners for 'Most Outstanding Fashion' and 'Most resourceful'.

\* **Hawkesbury Regional Gallery Exhibition**

\* **Creative Connections with Western Sydney University, The Lewers Bequest and Nepean Arts and Design Centre**

\* **DoE Nagoya Artists Exchange in Japan:** Marcus Kleeman Year 8 and Lilli-Rose Rafton Year 8 had artworks selected.

\* **Harmony Day Poster Competition: 1st place** – Casey Ridd Year 7.

\* **NSW Reconciliation Challenge: 2nd place** – Charlotte Bowden Year 7, **3rd place** – Pow Churcharam Year 7 and **Highly Commended** – Lily Vigouroux Year 7

\* **NSW Teachers Federation Centenary Art Competition: 1st place** – Reine De Villecourt Year

\* **Design an Ad: 1st and 2nd place** Ash Bennett Year 10

\* **Youth Week T-Shirt Design: Finalist** – Lilian Petrovski Year 9

\* **Operation Art:** 4 works selected into the permanent exhibition gallery: Jada Bennett Year 7, Casey Ridd Year 7, Teagan Peacock Year 7, Lilian Petrovski Year 9.

\* **NSW Department of Education's new online art gallery** opening 2019: Charlotte Bowden Year 7, Lilian Petrovski Year 9.

\* **Luddenham Agricultural Show and Camden Agricultural Show: numerous placings** with all students being recognised. **Major Prize winners** at both these Agricultural shows.

### **Personal Development Health and Physical Education**

2018 has seen many successes for our faculty for both staff and students. Jerry Burgmann successfully attained her VET Sports Coaching qualification and she will be teaching our first Year 11 cohort in 2019. Glen Turner received a Sports Recognition Award for his commitment to Sydney West Sport.

For our students, we provided scope for an array of learning opportunities that have allowed students to achieve success and be exposed to positive learning experiences. The nature of the tasks that have been developed to cater for our diverse clientele and allow for creative and real world application, knowledge and skills to be enhanced. For example, the "Create a Campaign" assessment in Year 10 highlights the success our students found with applying their knowledge and skills to this task. This resulted in 2 students having their task uploaded to the Department of Education's Facebook page – to promote the outstanding message they conveyed through the task around Health Promotion for Men.

The national K–10 PDHPE Curriculum was released on the last day of Term 2, 2018, with implementation to commence for Year 7 and Year 9 in 2019. A network was created and led with other schools to assist with the planning and writing of programs. We are currently working on our Scope and Sequences and Assessment schedules. In 2019, funding has been provided for work

to continue in order to plan Year 8 and 10 implementation in 2020, and to purchase resources which will maximize our ability to successfully implement the curriculum's new strengths based approach.

We were fortunate to secure a free 'Driver Safety' program for our Year 10 students, in which they were able to hear the story of a young man who has permanent injuries from an accident. This was supported by Hyundai Penrith and The Ian Luff Driver Safety Program.

Year 8, were privileged to have a free theatre performance which focused on the harms around alcohol misuse.

These programs further support the learning in the classroom regarding the real life issues facing young people and their ability to make informed decisions.

Stage 6 classes have continued to show interest, with a projection for 2019 to have a total 14 senior classes across CAFS, PDHPE and SLR.

Our 2018 senior cohorts saw an increase in band achievements— with no Band 1's in PDHPE or CAFS. PDHPE students achieved higher in the HSC examination (28 Candidates in PDHPE) than in the school assessments and this is reflective of the flipped classroom approach trialed in 2018, where focus was on breaking down and learning to answer HSC questions. Room for improvement in moving Band 3 students up a level and will be the focus in 2019.

In CAFS, 55% of our cohort (34 candidates) achieved Bands 4 or 5 and this is reflective of the resources available and links to real life situations. Students focused on using a flipped syllabus to break down content and be able to apply this to answering HSC questions.

## Circus

In our Circus program we offer the following Ensembles and Companies to develop our students' skills and talents in this field:

### Ensembles and Companies

- \* Junior Circus Company
- \* Senior Circus Company
- \* Circus Aerials (Development)
- \* Hand Balancing Company
- \* Hand Balancing Ensemble
- \* Collaboration Company (Multidisciplinary Company)

**Circus performance opportunities** include external and internal showcases and festivals:

\* **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: "*Cirque Du Spectacular*" in Afro Circus and Hypnotique, "*Strength and Honour*" in Now We Are Free, Elysium and Brave, "*Video Games*" in Pinball Wizard and "*Everything is Awesome*".

\* **Southern Stars:** A selected featured circus ensemble performed and aerial and teardrop item to "What About Us" at Southern Stars Arena Show "Iconic".

\* **PULSE:** Circus students performed a hand balancing and adagio item with the PULSE Big Band to "*Feelin' Good*".

\* **Dance Life:**— Selected circus students performed a circus item which included hand balancing and adagio in the Entertainment section and received first place.

\* **Ultimo Dance Festival:** Collaboration Company performed their work "*The Space Between Us*" a work that combines contemporary dance, Hip Hop and circus elements.

\* **State Dance Festival:** Collaboration Company work "*The Space Between Us*" 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:** 2018 was the second year of the Circus Festival which was held at Nepean CAPA High School and was led and co-ordinated by Allie Gunton. Circus Festival involved students studying Circus Arts from all over NSW. The students participated in circus workshops led by industry professionals and participated in 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 back for it's third year in 2019.

\* **Circus Showcase:** In 2018, 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 "A Night at the Movies":** The Circus Company and the Hand Balancing Company/Ensemble collaborated with Dance, Music and Drama to put together the Collaboration Showcase "A Night at the Movies". 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 an aerial item and hand balancing at the Orientation Day Concert.

## DRAMA

In our Drama program we offer the following Ensembles and Companies to develop our students' skills and talents in this field:

## Ensembles and Companies

- \* The Drama Company
- \* Senior Drama Ensemble
- \* Intermediate Drama Ensemble
- \* Junior Melodramatics
- \* Film Ensemble
- \* Boys Drama Ensemble

### Drama representation and performance

**opportunities** include external and internal showcases, workshops, camps and festivals:

\* **Lights Up Drama Festival:** This is a Macquarie Park Directorate festival, which is a showcase of Drama in NSW Public Schools. This year, Intermediate Drama Ensemble were selected to perform at the festival. The festival also ran a week intensive ensemble workshop with Ilesha Kumarasamy, Riley Agius, Ashley Benson, Rhianna Dobbs and Lilian Petrovski selected to perform in the Senior Ensemble.

\* **Schools Spectacular:** The Junior Melodramatics Ensemble were selected to represent the school in the Combined Drama Ensemble in the Schools Spectacular 2018, with teacher Mr Joseph Kernahan contributing to the direction of the Drama segment.

\* **Decoded:** This festival involved 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.

\* **"Drama Baby" – a Play by Year 11:** This Year 11 class production was played to a packed house and doubled as their assessment for Elements in Production. It enabled 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 focuses on increasing the visibility and capacity for students to participate in Drama in Years 5, 6, 7 and 8, 9, 10. Students in this ensemble participate in the Lights-Up Drama Festival, Penrith Valley Arts Festival and Pulse Showcase of Excellence in the Arts.

\* **Nepean Young People's Theatre:** Students performed two separate shows, *"Remains to be Seen"*, and, *"The Secret Case of Sherlock Holmes"* as dinner theatre at TAFE WSI. Later in the year students performed in either *"Much Ado About Nothing"*, or *"Little Shop of Horrors"*, which incorporated the Extension Music class, to an audience of their peers and the general public in the NAC.

\* **"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.

\* **Drama Night:** showcasing individual and group work from the year within classes and within the Ensembles.

\* **Collaboration Showcase – "At the Movies":** Drama Ensembles collaborated with Circus, Music and Dance to put together the Collaboration Mid-Year Showcase: *"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 2018. It included a showcase of Individual Projects and Group Performances to our local community.

\* **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.

\* **Puppetry Workshops** – Year 7 Drama students were treated to workshops in puppet making and puppeteering at a NIDA and a school-based workshop with Industry Professionals in the area of Puppetry.

## DANCE

In our Dance program we offer the following Ensembles and Companies to develop our students' skills and talents in this field:

### Ensembles and Companies

- \* Aboriginal Dance Company
- \* Musical Theatre
- \* Classical Ballet Company
- \* Boys Contemporary
- \* Boys Hip Hop Crew
- \* Girls Hip Hop Ensemble
- \* Senior Dance Company
- \* Intermediate Dance Companies
- \* Junior Dance Company
- \* Tap Ensemble
- \* Jazz Company
- \* Collaboration Company (Multidisciplinary Company)
- \* Lighthouse Company

**Dance representation, workshops, camps and performance opportunities** include external and internal showcases, performances, workshops, camps and festivals:

\* **Schools Spectacular:** In 2018 Dance was successful in having 20 featured dancers. 35 students were also selected to take part in Combined Dance groups. Students featured in Classical Ballet, Musical Theatre, Hip Hop, Aboriginal Dance Company, Jazz, Tap, Contemporary & Boys Ensemble.

\* **Penrith Valley Performing Arts Festival:** Tap Ensemble and Aboriginal Dance Ensemble both performed at this event showcasing Performing Arts in Penrith and Blue Mountains schools.

\* **Blue Mountains Nepean Dance Festival:** Both Intermediate Companies, Boys Contemporary and Classical Ballet 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 the 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:** A selection of dancers were involved in the 2018 State Dance Festival "TRANSFORM". The groups selected to perform from Nepean include: Collaboration Company, Boys Contemporary, Lighthouse Company and Musical Theatre. Selected students were also invited to perform as a part of the NSW Public Schools Dance Ensembles, Dance Off! Dance Camp Troupe and Pulse Senior Dance Ensemble.

\* **Penrith Eisteddfod:** Our students performed incredibly well and for the second year in a row achieved the following results:

**Overall highest scoring group: 1st place** – Musical Theatre, **2nd place** – Girls Hip Hop Ensemble

**Individual section: 1st place** – Tap Ensemble, Musical Theatre

**Individual section: 2nd place** – Boys Hip Hop Crew, Musical Theatre

**Individual section: 3rd place** – Girls Hip Hop Ensemble

**Individual section: Highly commended:** Jazz Dance Company

\* **Hawkesbury Eisteddfod:** Results of each individual Ensemble:

**Individual section: 1st place** – Girls Hip Hop Ensemble "*Beyonc&eacute;*;"

**Individual section: Very Highly Commended** –

Intermediate Company – "*Ugly Duckling*", Intermediate Company – "*Spiders*", Jazz Company – "*Fame*", Boys Hip Hop Crew "*Flamez*"

\* **DanceLife Unite Eisteddfod:** Nepean was extremely successful. Senior Dance Company placed 1st in the large Contemporary section.

**Individual section – Contemporary: 1st place** – Senior Dance Company

**Any Style section: 2nd place** – Classical Ballet Company

**Individual section – Jazz–Hip Hop: Highly Commended** – Girls Hip Hop Ensemble

Junior Dance Company and Jazz Dance Company also performed receiving solid scores however not placing.

\* **In the Spotlight Dance Festival (previously known as Ultimo Dance Festival):** Congratulations to the dance program groups who performed at the 'In The Spotlight' (previously known as Ultimo Public Schools Dance Festival). This two week festival showcased the talents of students and teachers in dance and choreography K–12. Nepean was represented by the following companies: Collaboration Company, Boys Contemporary Company & Boys Hip Hop Crew and Musical Theatre Company.

\* **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.

\* **Dance Off! Dance Camp and Company:** 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 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 Years 9–12 attended the workshop component of the festival. The Lighthouse Company, Senior Company and Collaboration Company all performed at the showcase evenings.

\* **"Romeo and Juliet: Reimagined" Workshop:** Congratulations to Connie Bunting who took part in The Arts Unit's eight day workshop: "*Romeo and Juliet: Reimagined*". Connie was one of 14 dancers who worked with Susan Rix and Courtney Horton from The Arts Unit and choreographed their interpretation of the music written by the students to tell the story of Romeo and Juliet.

\* **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**: 2018 was the second year for the Composition Showcase. The performance evening included two shows, allowing students from Years 7–11 to showcase their choreographic skills. Both shows were well attended by staff, parents and students alike and were a huge success.

\* **Bangarra Dance Company Workshops**:

\* **State Dance Camp and Company**:

\* **Michael Clark Company Workshops**: Jarrod Everingham–Bryan Year 12, Dylan Johnson Year 11, Emalie Hackney Year 10 and Aimee Hackney Year 9, participated in a contemporary dance masterclass week with dancers from the Michael Clark Company. What a fantastic opportunity to work with a leading international contemporary dance company and extend their dance technique!

\* **Sue Healey Workshop**: Years 11 & 12 Dance participated in dance workshops with choreographer and film maker Sue Healey. The students completed performance, composition and appreciation workshops based on her work "Fine Line" and gained deep knowledge and understanding of the work.

**HSC Callback Nominations**: Congratulations to all six Nepean Dance students who received the following Callback nominations, placing them in the top percentage of dance students in the state:

**Major Study Composition, Core Composition & Core Performance** – Molly Bugeja, Sarah Cregan, Brittany Ford

**Major Study Composition** – Jarrod Everingham–Bryan

**Major Study: Dance and Technology – Film and Video** – Jadd Munzer

**Major Study Performance and Core Performance** – Jordan Van Esveld

**Core Performance** – Regina Fosse

**Aboriginal Dance Ensemble: "Babuga Dungarra" Showcases, Workshops and Performances**

Our Aboriginal Dance Ensemble: "Babuga Dungarra" develops our students' skills and talents in this field by:

\* **Lions Club 30th Anniversary Celebration**: Our

Babuga Dungarra dancers received praise from all members and were awarded with the district governor Derek Margerison's banner for their performance.

\* **Emu Heights Primary School Workshops**: The Aboriginal Dance Ensemble "Babuga Dungarra" shared their passion for their Aboriginal culture with Emu Heights PS School. Our students delivered 11 workshops over the day, which taught students some of the basic movement patterns of the Emu, Kangaroo, Snake, Eagle and Goanna. Our students were praised for their positive interactions with students and their Acknowledgement of Country in Dharrug. One of the students and teachers from EHPS even made a very special mention of Monique Tait–Owens' rendition of the National Anthem in traditional language. It was a very special moment.

## MUSIC

In our Music program we offer the following Ensembles and Companies to develop our students' skills and talents in this field:

### Ensembles/Companies

- \* Junior Rock Bands
- \* Senior Rock Bands
- \* The Vocal Ensemble
- \* The Vocal Company
- \* Concert Band
- \* Orchestra
- \* Jazz Band
- \* Percussion Ensemble
- \* Music Company
- \* String Ensemble

**Music representation, workshops, camps and performance opportunities** include external and internal showcases, performances, workshops, camps and festivals:

\* **Schools Spectacular**: 24 students represented in the Combined Choir, students were accepted into Core Choir, Stage Band and Lemuel Appel and Byron Garn were Featured Artists, while Katie Garrod was a Backing Vocalist.

\* **Penrith Valley Performing Arts Festival**: The Vocal Ensemble performed 'Shoshone Lovesong'.

\* **Penrith Festival**: a number of students performed at Penrith Festival.

\* **Talent Development Project**: Molly Bugeja graduated from the TDP program and is now touring nationally and internationally with 'West Side Story'.

\* **Operation Art Marching Band:** Students were represented in the Arts Unit Marching Band who performed at the opening of Operation Art at the Armoury. Darcy Fiddock, Tiffany Kabriel and Wellington Dulay were in the Arts Unit Marching Band, while Matt Cunningham and Trinity Kitching sang with the Big Band.

\* **Music Showcase** highlighted individual and group work from the year within classes and within the Ensembles and Companies

\* **Collaboration Showcase "A Night at the Movies":** Music Ensembles collaborated with Circus, Drama and Dance to put together the Collaboration Mid Year Showcase "A Night at the Movies". Approximately 300 students were involved across all four faculty areas.

\* **Solo Vocal Camp:** Students attended this five day residential camp and had the opportunity to work alongside students from all over the state with similar interests on their vocal technique and performance quality. Students worked individually and as a member of a group and received expert tuition throughout the week from industry and DoE professional tutors. Students showcased their skills in a performance at Riverside Theatre, Parramatta.

\* **State Music Camp:** State Music Camp is a six day residential camp which aims to promote excellence in all forms of music making. The camp provides gifted and talented students with extension experiences, the opportunity to learn from professional musicians and a chance to perform with other young musicians from across the state.

\* **APRA SongMakers:** 8 students participated in the APRA SongMakers program with Music industry professionals such as Ilan Kidron (The Potbelliez), Jean-Paul Fung (producer – Last Dinosaurs, Birds of Tokyo). Students composed and recorded songs with their mentors and the process was filmed for broadcast on SBS program *'The Feed'*.

\* **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 Park and Ultimo Operational Directorate.

\* **US Navy Consulate Band:** Music students were provided the opportunity of watching a performance by the US Navy Consulate Band and taking part in a Q&A session at the conclusion of the concert.

\* **HSC Performance and Recital Evenings:** 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.

\* **HSC Study Days:** Students attended the HSC study days were they focused on preparing for their HSC. Students had the opportunity to perform in these days for marking from external markers.

\* **HSC Encore Nominations:** Milo Moleka, Katie Garrod, Michael Coco, Lucy O'Brien and Brandon Rodriguez received nominations for Encore for their HSC performances.