

Campbelltown Performing Arts High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Campbelltown 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.

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Message from the principal

Campbelltown Performing Arts High School is a proud public school with a strong focus on providing personalised, future focused learning opportunities for students to pursue their passions and achieve their potential. The school delivers a range of programs in the arts, sports, leadership and wellbeing to enhance student engagement and achievement. Our commitment to innovative, rigorous, authentic and future-focused learning has resulted in awards and recognition at a global, national and state level.

The school continued our commitment to innovation and assessment of future focused pedagogies through the further scaling of the skills progressions. These were used across all stages to assess student learning and assessment in the areas of creativity, collaboration, critical thinking and collaboration. Building on the work of the Catalyst team in 2018, the school scaled the use of the progressions to understand and develop skills in future focused skills through formal, summative, self and peer assessment practices.

In 2019, the school maintained our focus on the explicit and systematic development of literacy and numeracy skills. In NAPLAN, Year 9 CPAHS trend data demonstrates improved value-added results for the fourth consecutive year across literacy and numeracy. In NAPLAN, Year 9 CPAHS trend data demonstrates improved value-added results for the fourth consecutive year across literacy and numeracy. Additionally, CPAHS average scaled growth scores for Year 9 are above SSSG and State data in every domain: Grammar and punctuation (CPAHS: 42.1; SSSG: 31.2; State 29.6); Reading (CPAHS: 51.2; SSSG: 35.3; State 35.7); Writing (CPAHS: 38.8; SSSG: 27.2; State 30.6); Spelling (CPAHS: 43.2; SSSG: 29.8; State 29.9) and Numeracy (CPAHS – 44.1; SSSG: 39.8; State 36.5). Additionally, in literacy, in every domain, the school's average scores showed sustained improvement, with all results sitting significantly above Statistically Similar School Group (SSSG) data. We will continue to build on this work in 2020 and beyond.

Teacher professional learning and our commitment to evidence-informed research has continued in 2019. Action learning teams continued research to support innovation and the development of new pedagogies. Building on past work and research in the areas of connected, integrated and personalised learning, the school has further the research into other approaches to support student learning and engagement. In 2019 over 30 teachers participated in 5 teams and investigated the areas of new forms of assessment, learner agency, new and emerging pedagogies, learning advisory and formative assessment. Research and evidence gathered by teachers involved in these initiatives will be used to further scale and refine approaches to teaching and learning in 2020 and beyond.

Our innovative integrated learning model in STEM (science, technology and mathematics) and Humanities (English, HSIE and PDHPE) has been scaled into Year 8 and was implemented for the second year for incoming Year 7 students. Students continued to work in villages and tribes across disciplines to create products and services that solve real world problems. The model, underpinned by collaborative planning and programming, has resulted in improved teaching practice, student engagement and metacognition and much strengthened community partnerships. Our Exhibitions of Learning now see over 700 parents and community members visit the school to share and celebrate student

achievement with exit slips indicating high to outstanding levels of satisfaction with student engagement and learning. Furthermore, consultation processes were undertaken with all members of the school community to develop a bespoke integrated model for Stage 5 continuing the school's commitment to future-focused, integrated learning with a commitment to developing rigorous, stage-appropriate learning activities for students that will prepare them for Stage 6 and the world beyond school.

In 2019, we scaled and further developed our focus on student wellbeing, setting high expectations through the explicit delivery of a wellbeing curriculum focused on the RISE values platform. All students across the school were involved in explicit teaching and learning activities promoting the school-developed values platform of respect, integrity, safety and engagement. Reductions in behaviour reports and Tell Them From Me data evidencing the impact of this work with student reporting improvement at a school level across all three TTFM measures.

The school further scaled and developed the bespoke Learning Advisory program supporting students to be known as young people and as learners. In 2019, this was scaled across years 7–9, supporting over 600 students through small group mentoring and wellbeing support in addition to parent-community partnerships through Student-Led Conferences. Professional learning and collaborative lesson planning supported teachers to deliver high quality lessons, enhancing teacher, student and parent partnerships and student connectedness to school. Year 9 responses in the Tell Them From Me survey evidencing the impact with results significantly above state norms in the areas of Advocacy at school, Positive teacher-student relations and Positive learning climate.

Students in Performing Arts continued to be provided with a wide range of high quality opportunities, demonstrating outstanding success across all areas. Our commitment to providing students with opportunities to perform for authentic purposes and audiences has continued with a large number of students successfully auditioning and participating in the Cross Network Dance, Drama and Music Projects, the Ultimo Directorate Dance and Drama Festivals and creative work selected for the State Dance and Drama Festivals. We had a number of our students selected via audition for inclusion in the NSW State Public Schools Dance Ensembles, the NSW State Public Schools Drama Ensembles, Southern Stars and School Spectacular Featured Artists in vocals, contemporary dance, hip hop and African dance sections. In addition, ensemble choir, ensemble dance and ensemble drama were also selected. Our students were selected for the Vocal Identification Project for Indigenous singers and the Talent Development Project run by the Performing Arts Unit. Major Performing Arts events throughout 2019 included specialised showcases across all disciplines; The week long Circus 'A Night at the Museum'; our musical, 'Matilda', 'Unplugged' evenings and HSC Dance, Drama and Music Evenings. The Primary School Gifted and Talented workshops drew over 250 students from local public and private schools within the area. Recognition for performing arts students also included Campbelltown Rotary Youth Excellence Awards and nominations for HSC Callback showcase for exemplary HSC Composition examination submissions. Students performed within the community at events such as and are not limited to the ACEL Teaching Awards, SWSR Sporting Awards, The Gary Waldon Trust, Campbelltown Rotary Youth Excellence Awards, Menangle Raceway Events and the Ultimo Directorate Principal's Awards. In the 2019, HSC 100% Drama students achieved consistent band 4 or 5 results, 88% Music students achieved a Band 4 –6 result and 69% Dance students achieved a band 4 or 5 with 2 HSC callback nominations for Composition.

In the sporting arena, our students continued to experience success through their commitment, skill and sportsmanship in a range of areas. Our school carnivals were significant calendar events with high levels of student participation and significant numbers of students representing the school at some, regional, state and national levels. Regular sporting activities and knock-out events continued across sporting codes, providing students with the opportunity to pursue their passions and excellence.

We are incredibly proud that our school and staff continued to be recognised as a high performing school at a state level with our Stage 4 STEM and Humanities teachers being awarded the ACE Excellence in Education award and a number of our teachers being recognised through the receipt of Minister's Awards for Excellence in Teaching, ACEL NSW Leadership awards and Principal's Network awards.

Finally, I would like to thank all CPAHS staff for their incredible hard work and ongoing commitment to supporting student learning and wellbeing. Thank you also to our parent community for your ongoing support and commitment to partnerships that enhance our students' engagement with school and learning. Thank you particularly to our dedicated P&C and Friends of the Performing Arts groups. Thank you also to our wonderful student body, your commitment, energy and capacity to make the world a better place provides us with purpose and makes our work worthwhile.

Kirstine Gonano

Principal (Relieving)

School background

School vision statement

At CPAHS, we believe strongly in ensuring students are supported to be empowered individuals who contribute authentically to their learning. We recognise that all students are individuals and that student voice and choice are integral to enhanced student learning and engagement.

Students at CPAHS are supported to become critical and creative thinkers and to understand the purpose of learning. We aim to develop all students to recognise their potential impact and inspire them to be active and contributing citizens.

In our community we value collaboration and communication shaped by mutual respect. Through strong community partnerships, students are provided with opportunities for authentic, co-created learning experiences.

We believe in supporting all teachers to be highly effective, passionate, innovative educational leaders. We seek to continually innovate to meet the needs of all learners whilst evaluating and measuring the impact of teaching to drive ongoing improvement.

School context

Campbelltown Performing Arts High School is a specialist performing arts high school serving a diverse area of South West Sydney. With an enrolment of approximately 1100 students, the school draws 60% of students from the local area and 40% through open audition in the areas of dance, drama, music and circus arts.

100 students identify as Aboriginal and approximately 44% of students speak more than one language at home, with a total of 63 different languages being spoken overall.

The school has its main focus on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole school, and targeted, teacher professional learning. Action learning is used extensively, and very successfully, throughout the school to improve teacher practice and to trial innovative pedagogical approaches. Strong wellbeing and leadership programs and well-resourced technology facilities complement curricular programs.

The school has received international, national and state recognition in a range of areas including the use of technology, leadership, curriculum and assessment, professional learning and Aboriginal education. CPAHS is widely recognised as an innovative, future-focused school, as indicated through our selection in global and national programs including Social Ventures Australia's STEM program, Schools Plus' National Fellowship program and NSW DoE's Schools of the Future.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Thriving future-focused learners

Purpose

To provide high quality learning experiences that foster the development and individual learning needs of the whole student. Students will develop future-focused skills and knowledge through personalised, engaging learning aimed at creating active and informed citizens.

Improvement Measures

Stage 4 students are tracked against skills progressions and show growth from Year 7 to 8.

All Year 7 – 9 students demonstrate ownership of learning through e-portfolios and student-led conferences.

Students meet personalised goals in Stage 6 Learning and Transition Plans.

Progress towards achieving improvement measures

Process 1: Refine and implement skills progressions for use by teachers and students, linking achievement to work samples and engaging teachers in professional learning to support consistency of judgment.

Evaluation	Funds Expended (Resources)
Stage 4 programs now have skills progressions deeply embedded for both formative and summative assessment purposes, with a strategic focus identified for each unit. The use of the progressions for a range of assessment purposes has been further scaled across Stages 5–6. Action learning team has reported significant increases in student engagement and metacognition relating to the skills after using the progressions.	\$2240.00 – Professional learning

Process 2: Scale Learning Advisory through Years 7–9 so that students drive their own learning through personalised learning goals, learning portfolios and student-led conferences.

Evaluation	Funds Expended (Resources)
Learning Advisory has been scaled to include all students in Years 7–9. Learning Advisory and Student-Led Conference (SLC) data (surveys and focus groups) indicates that the program is highly successful in its intended aims. Student portfolios and their capacity to curate and demonstrate evidence of learning continues to grow. Teachers, students and parents/carers all report that SLCs are highly positive and effective.	\$26 400 – Learning Advisory, Student-Led Conferences and professional learning

Process 3: Provide personalised support for transition at key points across all stages including Stage 3 into 4 transition processes, personalised support for students in Stages 4 and 5, and individual Learning and Transition Plans for all Stage 6 students.

Evaluation	Funds Expended (Resources)
All stage 6 students have been provided with the resources and expert support to identify personalised goals and complete Learning and Transition Plans through the support of the Senior Study Coordinator and their refined Transition Plans. Personalised support, careers and post-school advice and tracking of student achievement against goals continues to be a focus.	\$106 716 – Senior Studies Coordinator

Strategic Direction 2

High quality, collaborative teaching practice

Purpose

To ensure that teaching practice is high quality, innovative, collaborative and evidence-informed. All staff contribute to a learning culture that promotes shared responsibility for student engagement and achievement.

Improvement Measures

Evaluation by Western Sydney University shows that the integrated curriculum is engaging and supports increased achievement of learning outcomes.

Every staff teacher has a high quality professional development plan, underpinned by effective use of data, that evidences the impact of professional learning.

Progress towards achieving improvement measures

Process 1: Develop, refine and implement a highly effective approach to integrated learning in Stage 4.

Evaluation	Funds Expended (Resources)
Ongoing school evaluation continues to indicate improvement in teacher capacity, improvement in the quality of work produced by students, enhanced transition, increased student ownership and continued strengthening of community engagement and involvement in student learning.	\$52 643 – Professional learning for new and innovative curriculum

Process 2: Support all teachers to continually improve their practice through personalised, embedded, research-informed and contextually-relevant professional learning.

Evaluation	Funds Expended (Resources)
Analysis of teacher PDPs indicates a sustained and focused attention to goals, comprehensive and extensive data analysis and the use of this to drive improvement in teaching and learning.	\$84 881 – Professional learning

Strategic Direction 3

Distributed leadership and continuous improvement

Purpose

To build leadership capacity across the learning community to achieve the shared strategic vision of the school. All school community members are committed to student learning through high expectations and continuous improvement.

Improvement Measures

Survey data demonstrates increased authentic opportunities for parents and community members to contribute to, and provide feedback on, learning programs.

Action learning evaluation reports indicate enhanced teacher learning and improved implementation of effective practices.

Increased numbers of teachers accredited at Highly Accomplished or Lead levels.

Progress towards achieving improvement measures

Process 1: Support parent and community members to engage with student learning in sustained and authentic ways, including through community consultation, student-led conferences, exhibitions and co-created learning experiences.

Evaluation	Funds Expended (Resources)
Parent and community involvement in consultation processes was sustained with 250+ attendees at the Stage 4 Consultation evening between 500–700+ attendees at each Exhibition of Learning and sustained numbers at over 30 other whole school and performing arts events throughout the year. This includes 16 performing arts showcases with over 480 attendees at each. Feedback through surveys, interviews and exit slips continues to be highly positive.	\$500 – Community Consultation

Process 2: Build the capacity of teachers to engage in collaborative research, underpinned by rigorous evaluation, through a codified approach to action learning.

Evaluation	Funds Expended (Resources)
Evidence in reports generated by xxxx teachers across xxx action learning teams demonstrates and supports enhanced student engagement, improved learning outcomes and increased teacher and student agency.	\$11 200 – Professional Learning

Process 3: Improve teacher practice and increase leadership capacity through a high quality Performance and Development Plan process, and support teachers seeking accreditation at the higher levels through strategic programs.

Evaluation	Funds Expended (Resources)
59 CPAHS teachers are currently accredited at Accomplished. Two are accredited at Highly Accomplished. A further 6 are actively working towards accreditation at Lead or Highly Accomplished for completion in 2020/21. 3 participants have successfully completed observation as part of the accreditation process.	\$9921

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$102 674	Funding was used to provide ongoing personalised support for Aboriginal students including the development of personalised learning plans for all 105 students who identified as Aboriginal in partnership with their teachers and parents/carers. Inter-agency support from the AECG, Opportunity Hub and Tharawal Aboriginal Corporation was beneficial in addition to the Pathways to Dreaming partnership with WSU providing access and engagement with WSU. The Junior AECG and cultural initiative such as Sista Speak, NAIDOC and Reconciliation initiatives also supported and developed student capacity and understanding of their culture as evidenced in TTFM results being above state norms.
English language proficiency	\$64 030 (Staffing Allocation) \$34 244 (Flexible Funding)	In 2019, 144 Language Background Other than English (LBOTE) students were assessed with 86 being identified as requiring additional EAL/D support. A range of strategies including one-to-one instruction, in-class support, small tutorial groups, personalised assessment support and feedback was provided through targeted support by the EAL/D teacher.
Low level adjustment for disability	\$149 000 (Flexible Funding) \$277 462 (Staffing Allocation)	In 2019, there were 11 students who qualified for integration funding support. A range of comprehensive processes were used to provide personalised support through the development of ILPs for students requiring additional support. 3.2 School Learning Support Officers (SLSOs) were employed to further support the implementation of ILPs and student learning. All other students requiring additional support were catered for within class programming and whole school strategies.
Socio-economic background	\$690 576	Socio-economic funding was used to support student wellbeing and learning including: additional staffing (Deputy Principal, HT Technology, HT T&L, HT Learning Support, LaST, Senior Studies Coordinator); the development of future-focused spaces to support integrated learning, additional professional learning across a range of initiatives, staffing reductions to support the implementation and scaling of Learning Advisory, the development of ITPs (Individual Transition Plans) for Years 11 and 12 and additional tutoring and support for students who are vulnerable or with additional needs.
Support for beginning teachers	\$121 578	In 2019, there were 25 early career teachers in their first 5 years of teaching working at CPAHS in either a permanent or temporary capacity. Of these, 9 were eligible for funding and were provided with a mentor to support their professional growth across a broad range of areas. All early career teachers were provided with personalised support through the school's induction and bespoke PACED PL model and ongoing support from both their

Support for beginning teachers	\$121 578	supervising Head Teacher and the Head Teacher Teaching and Learning. Teachers eligible for accreditation at proficient achieved this credential in 2019.
Targeted student support for refugees and new arrivals	\$0	No funding was provided in this area in 2029 however, additional support was provided for 1 refugee student through EAL/D targeted support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	453	459	455	445
Girls	653	632	612	652

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.8	91.8	87.1	89.6
8	85.8	88.5	85.2	84.4
9	85.4	87	85.8	86.5
10	82	83	80.1	78.4
11	81.5	87.4	78.9	79.3
12	87.2	86.7	83.6	85.3
All Years	85.4	87.4	83.6	83.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	16	6
Employment	7	30	23
TAFE entry	0	18	11
University Entry	0	0	39
Other	89	25	10
Unknown	0	11	8

Year 12 students undertaking vocational or trade training

50.43% of Year 12 students at Campbelltown Performing Arts High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.6% of all Year 12 students at Campbelltown Performing Arts High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51.2
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	2
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,519,668
Revenue	12,494,744
Appropriation	12,082,992
Sale of Goods and Services	111,734
Grants and contributions	290,512
Investment income	9,007
Other revenue	500
Expenses	-12,348,890
Employee related	-11,090,325
Operating expenses	-1,258,565
Surplus / deficit for the year	145,854

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	225,920
Equity Total	1,323,467
Equity - Aboriginal	102,674
Equity - Socio-economic	690,516
Equity - Language	98,274
Equity - Disability	432,004
Base Total	9,546,885
Base - Per Capita	250,312
Base - Location	0
Base - Other	9,296,573
Other Total	578,626
Grand Total	11,674,898

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

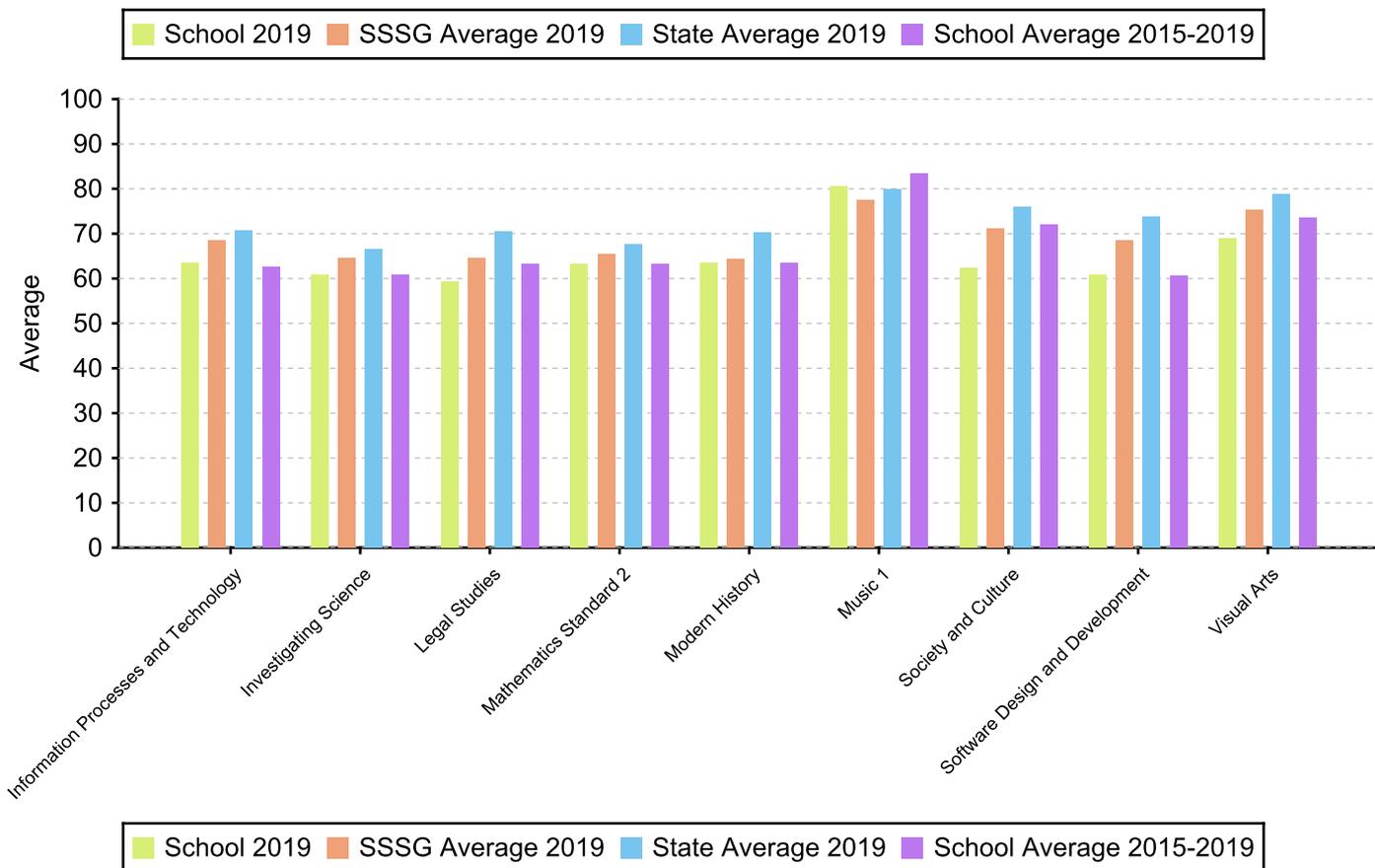
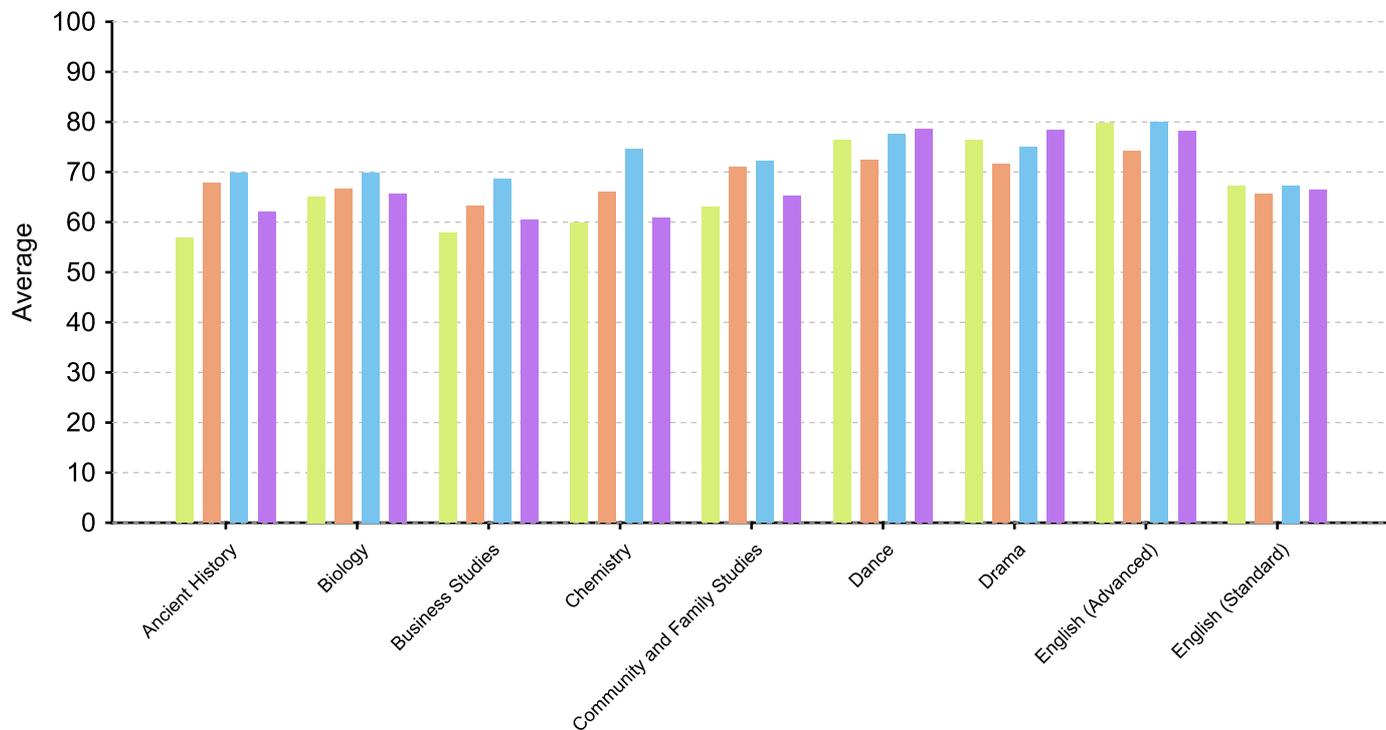
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	56.8	67.8	69.9	62.0
Biology	65.1	66.7	69.9	65.6
Business Studies	57.9	63.2	68.6	60.4
Chemistry	59.9	66.0	74.7	60.9
Community and Family Studies	63.1	71.1	72.2	65.3
Dance	76.4	72.5	77.6	78.5
Drama	76.4	71.7	75.0	78.4
English (Advanced)	79.7	74.2	80.0	78.1
English (Standard)	67.3	65.7	67.3	66.4
Information Processes and Technology	63.4	68.5	70.8	62.5
Investigating Science	60.8	64.5	66.5	60.8
Legal Studies	59.3	64.5	70.6	63.4
Mathematics Standard 2	63.3	65.5	67.7	63.3
Modern History	63.4	64.4	70.2	63.4
Music 1	80.5	77.6	79.9	83.4
Society and Culture	62.4	71.2	75.9	72.1
Software Design and Development	60.9	68.5	73.8	60.7
Visual Arts	68.9	75.4	78.8	73.7

Parent/caregiver, student, teacher satisfaction

In 2019, the school continued our commitment to seeing, and acting upon, feedback from students, parent and teachers for the purpose of ongoing improvement.

Students – Tell Them From Me survey results from students across all year groups (n~ 650) sustained our whole school level across aspects of all three TTFM measures – Advocacy at School, Expectations for Success and Sense of Belonging. Additionally, the school mean for Drivers of Student Outcomes (Effective learning time, Advocacy at school, Positive teacher–student relationships, Positive learning, Advocacy outside of school) were at or all above NSW Government norms. TTFM data also indicated that students utilise learning time to complete work, seek assistance, clarify content. Students feel positive about their learning and the opportunities offered. They have strong advocacy at school with positive student–teacher relationships. Students are known valued and cared for with 84% of students identifying at least one teacher who knows them as a learner and a person (50% of these students can identify 3 or more). Our students understand the many pathways available to them post–school and acknowledge the connections in the wider school community that assist them to achieve their desired goals.

Of particular note are the responses from Year 9, who have been supported by our Learning Advisory model to increase ownership of learning and enhance wellbeing for 3 years. As with the previous cohort, the results for this cohort show enormous growth against previous CPAHS Year 9 cohorts as well as responses that are significantly above NSW Government norms. Student focus groups conducted as part of the regular school assessment and reflection indicated that students in Stage 4 found the work engaging, supported project based learning approaches and authentic connection to the community by solving real world projects.

Parents – Parents continued to be provided with multiple opportunities to provide feedback on a range of areas, including through focus groups, surveys, exit slips and at community consultation events. Our commitment to community consultation and valuing parent and community input continued with consultation occurring for both Stages 4 and 5 parents as well as incoming family and community members. Over 250 parents and community members attended the consultation event for Stage 4 and over 60 for Stage 5, with 99% of survey respondents indicating the event was excellent or outstanding, a pattern which has been sustained over the past two years. Four exhibitions of Learning continued to grow and in 2019 saw a total of more than 1800 visitors come to the events to observe, discuss and celebrate our students' learning. Exit slips distributed at these events indicated high levels of satisfaction with the school's learning model, levels of student engagement and achievement and our sustained focus on community and parent partnerships. Stage 5 consultations indicated high levels of parent and community satisfaction with the school's planned approach and preparation for students for Stage 6 and post school pathways.

Teachers – Teacher surveys and focus groups pertaining to the implementation of the Stage 4 curriculum and the incoming Stage 5 curriculum, indicate high levels of teacher satisfaction, noting the support structures availed through the team teaching approach and provision of professional learning. The People Matters survey also indicated strong results in most areas pertaining to High Performance, maintaining CPAHS results above network and operational group means in the following categories; efficiency and effectiveness, high performance, collaboration, continuous improvement, innovation. High levels of satisfaction were also indicated in the survey in the areas of integrity, senior managers and performance framework and development with CPAHS data above network and operational group data.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, the Aboriginal education team, supported by all staff, promoted cultural awareness, community engagement and the promotion of Aboriginal Ways of Learning across the school community. The school continued to refine and embed authentic and deep understanding of Aboriginal culture into a range of teaching and learning programs for all students including a Year 8 Performing Arts integrated unit, a Year 9 PDHPE Yulunga Games unit and a Year 8 Humanities Indigenous 8 Ways unit. Key features of these initiatives include the authentic connection of community connections, drawing upon community expertise to improve cultural awareness and understanding and student learning outcomes. Personalised learning plans were developed for all 105 students who identify as Aboriginal in partnership with their teachers and parent/carers. These were used for ongoing reflection and support within the Aboriginal Education faculty as well as school-wide to provide ongoing support for students. Interagency support from AECG, Opportunity Hub and Tharawal Aboriginal Corporation provided personalised support for Aboriginal students to improve engagement and learning outcomes. Post school pathways were supported through access to higher education through the Pathways to Dreaming partnership with WSU. Cultural initiatives such as the Sista Speak program, NAIDOC and Reconciliation celebrations and programs provided support for students to develop their capacity and deepen their cultural understanding.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019, CPAHS's student body continued to increase in cultural diversity, with 42% students identifying as LBOTE (a decrease from 44% in 2018), speaking 59 languages (decrease from 63 in 2018). The most frequently spoken languages at home, besides English, were Samoan (11%) and Arabic (7%). 189 students were identified as consolidating, developing, emerging or beginner in terms of their language development and received additional support from the EAL/D teacher. At a whole school level, we continued to celebrate our cultural diversity through initiatives such as Harmony Day and by hosting visits from a range of international visitors. The Anti-Racism Contact Officer (ARCO) has continued to maintain a position to build understanding of cultural diversity with the school community.