

Northmead Creative and Performing Arts High School

2019 Annual Report



8229

Introduction

The Annual Report for 2019 is provided to the community of Northmead Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Northmead Creative and Performing Arts High School

Campbell St

Northmead, 2152

www.northmead-h.schools.nsw.edu.au

northmead-h.school@det.nsw.edu.au

9630 3793



School background

School vision statement

Northmead Creative and Performing Arts High School develops outstanding 21st century learners who excel not only in literacy and numeracy but in creativity, critical thinking, innovation and collaboration. All of the school's programs and practices are underpinned by its values – respect, responsibility, commitment, community and tolerance. The school provides students with an education which will equip them for their role as successful citizens of the future.

School context

Northmead Creative and Performing Arts High School focuses on and has a proven record of success not only in the creative and performing arts but also in academic, vocational and sporting endeavours. Our school students are drawn from both our local community and the wider community. Many of our students come from non-English speaking background, some are refugees. The school prides itself as a place where all students are welcomed, where strengths are recognised and nurtured and where differences are celebrated.

The school has a committed, dynamic teaching, administrative and executive staff with a range of experiences. The school has developed its Principles of Effective Teaching which underpins all teaching practices. Teachers are passionate about their work and embody the school's values. Our teachers strive to improve both their professional knowledge and their practice through their personal attributes, skills and knowledge, to advance a sense of community and tolerance in all members of the school community to achieve excellence in learning.

The needs of our learners are met through a broad academic curriculum, strong vocational programs and high quality creative and performing arts programs in Visual Arts, Dance, Drama and Music .

School programs are complemented by a wide range of extra-curricular programs. There is a strong focus on collaboration, critical thinking, creativity and innovation, both in teaching and learning. Leadership is actively developed for the students, teaching staff and the community through targeted training and professional learning and specific pathways. Student leadership is developed in sport, creative and performing arts, multiculturalism, school service and the community.

Support for the school is strong in the local community. Many students undertake authentic learning in the community through vocational and education programs (VET) or through access to specific careers education opportunities.



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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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. During the evaluation process, Head Teachers and teachers considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework and then formally assessed each faculty. Following this the Executive and Senior Executive considered evidence provided by the KLA Head Teachers and used this to self assess the school against the SEF.

The results of this process indicated the achievements of the school on the school improvement continuum in three key areas – learning, teaching and leadership

LEARNING

In the Learning Domain of the School Excellence Framework the school is SUSTAINING AND GROWING

The school plan focuses on creating effective future focused learners with highly developed skills in communication, collaboration, critical thinking and innovation. **Our vision is that our students are engaged global citizens equipped as collaborators, critical thinkers, creators and innovators.**

Our school believes students thrive in a culture of learning success where positive relationships are integral to school culture. Our school values of respect, responsibility, commitment, community and tolerance are the cornerstones of healthy positive enduring relationships.

Northmead Creative and Performing Arts High School strives to provide students with a high quality education in a supportive environment conducive to learning. The school implements numerous wellbeing initiatives, such as the *High Resolves Program*, *Mental Health Awareness*, *Spirit Week*, *RUOK?*, *Harmony Day*, *NAIDOC* and *Tolerance Day* and anti-bullying initiatives all supported by a Celebration of Success and merit award system. These are instrumental in developing the positive learning culture which permeates all aspects of school life.

We have several initiatives to recognise student achievements and promote student leadership such as the *Passport to Success* which facilitates the recording and acknowledgement of student academic, sporting, cultural, school and community service and leadership achievements. Other programs such as *Max Potential*, *Student Representative Council (SRC)*, *Senior Leaders* and the *Multi Cultural Committee (MCC)* aim to develop student leadership skills through community service. The school takes every opportunity to develop innovative and future focused entrepreneurial skills to ensure students thrive in an uncertain world.

Northmead Creative and Performing Arts High School has a strategic and planned approach to address the cognitive, social, physical and spiritual wellbeing of students. Welfare initiatives support students in all aspects of their wellbeing. The welfare plan is collaborative in both design and implementation and focuses on proactive, preventative and individualised programs. It is a comprehensive plan that incorporates numerous targeted strategies aimed at enabling students to connect, succeed and thrive at each stage of their development. Our anti-bullying strategy is another successful whole school initiative to prevent and respond to incidents of bullying, emphasising our belief that supported students are successful students.

Curriculum provision is broad and diverse, meeting community expectations and providing differentiated academic opportunities for all learners. The school has developed a targeted approach to the education of gifted and talented students which focuses on differentiating the learning for students in every classroom. In addition, a specialised stream of Creative and Performing Arts meets the particular learning needs for students in Dance, Visual Arts, Music and Drama. Data is collected to inform teacher practice and support students' learning. Student success is celebrated each term through learning success recognition assemblies.

TEACHING

In the Teaching Domain of the School Excellence Framework the school is SUSTAINING AND GROWING

The focus of the school is professional practice. Teachers undertake training to understand and implement the most effective teaching methods to maximise student engagement.

Student performance measures are analysed regularly to identify strengths and areas of development; this informs teaching practice. Rigorous interrogation of HSC and NAPLAN data informs faculty programs. The effectiveness of teaching practices is examined formally against the Faculty Excellence Framework prepared by Head Teachers and shared across the school. Teachers at Northmead Creative and Performing Arts High School are committed to understanding and implementing the most effective classroom practices as outlined in the school's strategic plan.

The school professional learning plan is designed to build staff capacity in focus areas identified in the school plan, namely – Formative Assessment, Project Based Learning, data skills and use, literacy and numeracy, STEM, staff wellbeing, positive education, higher order thinking and learning support. Faculties systematically evaluate student performance data that informs teaching practice leading to improved outcomes for students.

A focus has been placed on effective pedagogy and a high priority is given to evidence-based teaching strategies with teachers using student performance data to evaluate the effectiveness of their own teaching. The collegial practice model has been developed so that teachers are engaged in reflective professional discussions around pedagogy which further informs and improves teaching practice and student outcomes.

Professional learning teams (PLT) operating through an action research model aim to develop meaningful products to improve teaching practices, learning processes or school operations. The fundamental purpose of professional learning teams is the fostering of collaborative whole school improvement through research based approaches. At the end of each cycle of action research, staff share team findings to demonstrate what they have learnt. Through the PLT program, staff at Northmead Creative and Performing Arts High School demonstrate their commitment to their own professional development as well as the ongoing learning of peers, which ultimately impacts positively on student learning.

Teacher learning and development is aligned with school strategic directions. In addition to whole school professional learning, and self-identified PLTs, teachers are diligent in planning for their own professional growth to ensure improvement in both teaching practice and student outcomes. Early career teacher development is fostered by the Head Teacher Mentor, who provides targeted professional support and ongoing mentoring through collegial discussions,

lesson observation and feedback aimed to improve teaching practice and professional confidence. Further professional learning is provided to staff at various career stages such as aspirational teachers, leaders and those experiencing difficulties.

Teachers exhibit professionalism in both gaining formal accreditation and maintaining their accreditation in accordance with the Australian Professional Standards for Teachers. Currently, three members of staff are formally seeking accreditation at higher levels: Highly Accomplished, DoE's Aspiring Principal Program (in conjunction with Wollongong University), and DoE's Leadership Development Initiative. (Leadership Institute).

LEADING

In the Leading Domain of the School Excellence Framework the school is **SUSTAINING AND GROWING**

The establishment and maintenance of the high expectations school culture has been the collective responsibility of all staff. The school leadership team promotes a shared vision negotiated through broad consultation for strategic planning and evaluation. The school is defined by its commitment to collaboration, reflected in the development of educational programs (Project Based Learning), professional learning initiatives and student wellbeing programs.

Staff have a sense of ownership of the school plan which has been negotiated and adjusted following feedback to make the school determination a reality: ***our students are engaged global citizens equipped as collaborators, critical thinkers, creators and innovators***. Feedback on school performance is evidenced by the comprehensive self-assessment undertaken by all staff. The school builds capacity by supporting and mentoring aspiring teachers and leaders, providing access to leadership programs. Opportunities are provided for staff to relieve in leadership roles.

The targeted and effective use of school resources has allowed for professional learning in vocational subjects in order to address student learning needs. In addition, specialist learning spaces have been built, such as the new performance art centre and special projects area, in order to provide students with opportunities to develop and showcase skills in many areas. Evidence shows that the school has used considerable resources to enrich its environment, facilities and curriculum in order to cater for the needs of students. Our wellbeing programs show the development of leadership skills: resilience, goal setting, personal responsibility, self-reflection and self-awareness. This process has allowed for the identification of community engagement for further development with more opportunities provided for parents to be deeply involved in school life and become leaders in learning with their children in partnership with the school.

Our self-assessment process has and will assist further in delivering our strategic priorities in the 2018–2020 School Plan: ***Students thrive in a culture of learning success, teachers grow as educators and effective leadership is modelled, practised and shared***.

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

STUDENTS THRIVE IN A CULTURE OF LEARNING SUCCESS

Purpose

The future requires citizens who are equipped to envisage and create their reality. To succeed in their future world students need to develop skills in creativity, collaboration, critical thinking and innovation. These future-focused skills are taught alongside literacy and numeracy skills in an environment that nurtures academic success, develops application capabilities, grows resilience and a well-developed sense of wellbeing. Our goals under this strategic direction are:

1. All students are engaged, challenged and show growth in learning.
2. Student learning is supported by community partnerships
3. Student wellbeing is proactive, preventative and individualised.

Improvement Measures

50% of students achieve higher than expected growth in reading, writing and numeracy on both internal and external data

50% of students report that they are engaged in their learning

90% of students continue their education post Year 12

Overall summary of progress

Progress will be measured each year against the achievement of negotiated products and practices:

Practice 1: Teachers use data to support student goal setting and achievement of goals

In 2019 all executive teachers were trained to access and interpret data sets made available through DoE and NESA.

Practice 2: Teachers understand and use the learning progressions to inform lesson design

2019 saw some further research into the literacy progressions as part of the work of a professional learning tem.

3. 50% of students in Years 11 and 12 are successful in reaching their two out of three of their individually negotiated goals.

Personal goals were set for all students in years 11 and 12 in 2019. Students and their mentor teacher met to ensure support and encouragement were on hand when needed. The school exceeded this target in 2019. 67 % of students felt valued and cared for through this process , 56% reported they had a better understanding of goal setting after engagement with this project and 65% achieved their goals which are individually negotiated each term.

Practice 4: Teachers understand and implement the shared school-wide responsibility for the engagement of ATSI and EAL/D students in deliberate individualized learning in reading and writing

See policy requirements section of this report

Practice 5: Teachers employ multiple communication channels to build and maintain connection with the school community

The school continues to issue a monthly newsletter (The Achiever) electronically which is available via the school's website. In addition the school has both an active Facebook page and a school app which have become the most effective ways to communicate with the wider community . Through the parent portal on Sentral and the website parents and carers can make payments, download student formal reports and access information about excursions and upcoming events. The school continues to use email to contact parents and carers directly and sends daily texts in relation to student absenteeism. In addition, School Bytes enables the school to make direct contact via email with groups of parents and students.

Practice 6: The principles of growth mindset and Choice Theory are used by teachers to promote student responsibility and positive behaviour

In 2019 Growth mind set was extended as a mentoring tool for Students in Years 10–12. A Teacher Mentor was employed to work individually and with groups of students for goal setting. In addition, a teacher Welfare – youth worker was employed two days a week to work with disengaged vulnerable students who used the principles of Positive Psychology and Choice Theory to assist students.

Products

1. All courses are supported by engaging teaching programs and assessment tasks that embed differentiation and higher order thinking activities and meet all NESA requirements

All teaching programs and assessment tasks are written, available and meet NESA requirements. All teachers have undertaken training in differentiation and the school has the expectation that this is reflected in teaching programs.

2. There is a low number of students achieving HSC results in the 2 lowest bands and 29% of HSC students gain results in the top 2 Bands in at least 2 courses

HSC data is analysed annually by individual Head Teachers in consultation with faculties. All executive have participated in professional learning on 'high impact' teaching strategies to bring about improvements in HSC performance. In 2019 there were 19 students in the Distinguished Achievers List, that is achieving Band 6 results totalling 29 Band 6 s in a number of courses..This is consistent with the performance of students in the past two years. Nineteen percent of students achieved in the top two bands and fourteen percent achieved in the bottom two bands..

3. 50% of students in Years 11 and 12 are successful in reaching their two out of three of their individually negotiated goals.

Personal goal setting were established for all students in years 11 and 12 in 2019. Students and their mentor teacher met to ensure support and encouragement were on hand when needed. The school exceeded this target in 2019. 67 % of students felt valued and cared for through this process, 56% reported they had a better understanding of goal setting after engagement with this project and 65% achieved their goals which are individually negotiated each term.

4. Community participation in surveys and school events

Parent feedback is collected by the school throughout the year by surveying parents on different issues through: curriculum and faculty reviews; the Tell Them From Me survey (TTFM); online surveys to evaluate specific programs such as gifted and talented (GAT) and Project Based Learning (PBL); and to gauge parent satisfaction at events such as parent / teacher interviews and parent forums. . Under the auspices of the P&C a number of forums were held each of which attracted a small but committed audience. These included meetings to address the following areas for parent interest and information: Google Apps, Chromebooks, Study Skills (Elevate), Mental Health : teams and Technology and the Importance of Sleep,(Creating Change Psychologists), the Way Back Group, Don't Do Drugs (Wayback Group) and police talks on safe partying and cyberbullying. Parents are sent formal invitations to attend Celebration Assemblies if their child is being recognised with an award. Parents of Year 7 students are also invited to attend the annual 'mocktail evening' to meet both their child's teachers and other parents. Parents from the P&C are invited to be part of the panels which each year selects school captains and vice-captains and merit selects teachers.

5. Increase in the breadth of VET, other community partnerships and the number of students involved in community based activities

In 2019 the school delivered the frameworks of Hospitality, Construction, Entertainment and Retail Services to both Year 11 and 12. In 2019 the school's Retail Services students completed the first HSC. Additionally the school offers Year 10 early commencements of Stage 6 Hospitality class. The number of students studying a VET subject in 2019 was 187. This student numbers generated community involvement through mandatory work placement requirements which was facilitated through AUSSIP. From the 2019 Macquarie Park RTO exit survey 87% of our students believed the VET course they studied met their expectations, with 88% stating they would recommend their VET course to other students. The overall number of students satisfied with their training was 87.5%. Survey data indicated some issues to be followed up including unsatisfactory work placement experiences and the pressures placed on students who are absent from classes while undertaking work placement.

6. Student notifications reflect 50% decrease in negative behaviours and 90% increase in positive behaviours.

Benchmark data was taken in 2018 and measured against 2019 data. This showed consistent positive notifications in 2019 which maintains the improvement from 2017 (–62%) and an increase in the percentage of notifications for negative incidents.

7. There is a decrease in the number of suspensions annually

There was a 50% increase (from 2018's previous low percentage to 2019) in the number of days students were

suspended. 12.6% of these suspensions were by repeat offenders. The proportion of students suspended in relation to the whole student population was 6.7% in 2019 an increase of more than 5% from the previous year.

8. Tell Them From Me survey data indicates 10% increase in the value that students place on their schooling and their sense of belonging from 2017 baseline

The value that students place on their schooling is measured from responses to a number of different items. Student responses in the Tell Them From Me survey indicate the following patterns from the 2017 baseline data – 3% increase in the value students place on school outcomes; 2% decrease in the level of intellectual engagement in core subjects (consistent with 2017 and above NSW Government norm); 3% decrease in the amount of effort students believe they apply to their learning, which is still 1% higher than 2017, but there was an increase of 1% for positive behaviour at school which is 3% about State norms and a 2% drop in students reporting they complete set homework. There was an increase of 4% for positive relationships, but a 4% decrease for a sense of belonging. Participation in extra curricular activities is still 13% higher than the norm and despite a drop of 2% in sports it still remains 5% higher than the norm.

Progress will be measured each year against the achievement of negotiated products and practices:

Practice 1: Teachers use data to support student goal setting and achievement of goals

In 2019 all executive teachers and staff were trained to access and interpret data sets made available through DOE and NESA.

Practice 2: Teachers understand and use the learning progressions to inform lesson design

2019 saw some further exploration into the literacy progressions as part of the work of a professional learning team.

Practice 4: Teachers understand and implement the shared school-wide responsibility for the engagement of ATSI and EAL/D students in deliberate individualized learning in reading and writing

See policy requirements section of this report

Practice 5: Teachers employ multiple communication channels to build and maintain connection with the school community

The school continues to issue a monthly newsletter (The Achiever) electronically which is available via the school's website. In addition the school has both an active Facebook page and a school app which have become the most effective way to communicate with the community at large. Through the parent portal on the Sentral website parents and carers can make payments, download student formal reports and access information about excursions and upcoming events. School Bytes has also been an effective means of further improving contact and services for parents. The school continues to use email to contact parents and carers directly and sends daily texts in relation to student absenteeism.

Practice 6: The principles of growth mindset and Choice Theory are used by teachers to promote student responsibility and positive behaviour

In 2019 the Growth Mindset project was extended to include Years 11 and 12. Approximately a third of the staff are trained in Choice Theory and use the principles to underpin their teaching. A teacher mentor was employed to work individually on the Growth Mindset Project to work with students individually each term.

Products

1. All courses are supported by engaging teaching programs and assessment tasks that embed differentiation and higher order thinking activities and meet all NESA requirements

All teaching programs and assessment tasks are written, available and meet NESA requirements. All teachers have undertaken training in differentiation and the school has the expectation that this is reflected in teaching programs.

2. There is an annual decrease in the number of students achieving HSC results in the 2 lowest bands and 29% of HSC students gain results in the top 2 Bands in at least 2 courses

HSC data is analysed annually by individual Head Teachers in consultation with faculties. All executive have participated in professional learning on 'high impact' teaching strategies to bring about improvements in HSC performance. In 2019 there were 19 students in the Distinguished Achievers List, that is achieving Band 6 results totalling 29 Band 6 s in a number of courses.. 19 percent of students achieved in the top two bands and fourteen percent achieved in the bottom two bands..

3. 50% of students in Years 10, 11 and 12 are successful in reaching 2 out of 3 of their individual negotiated

goals.

Personal goal setting were set for all students in Years 11 and 12 in 2019. Students and their mentor teacher met regularly to ensure support and encouragement were on hand when needed. The school exceeded this target in 2019. 67 % of students felt valued and cared for through this process , 56% reported they had a better understanding of goal setting after engagement with this project and 65% achieved their goals which are individually negotiated each term.

4. 50% increase in community participation in surveys and school events

Parent feedback is collected by the school throughout the year by surveying parents on different issues through: curriculum and faculty reviews; the Tell Them From Me survey (TTFM); online surveys to evaluate specific programs such as gifted and talented (GAT) and project based learning (PBL); and to gauge parent satisfaction at events such as parent / teacher interviews and parent forums. Under the auspices of the P&C a number of forums were held each of which attracted a small but committed audience. These included meetings to address the following areas for parent interest and information: Google Apps, Chromebooks, Study Skills (Elevate), Mental Health : teams and Technology and the Importance of Sleep,(Creating Change Psychologists), the Way Back Group, Don't Do Drugs (Wayback Group) and police talks on safe partying and cyberbullying. Parents are sent formal invitations to attend Celebration Assemblies if their child is being recognised with an award. Parents of Year 7 students are also invited to attend the annual 'mocktail evening' to meet both their child's teachers and other parents. Parents from the P&C are invited to be part of the panel which each year selects school captains and vice-captains.

5. Increase in the breadth of VET, other community partnerships and the number of students involved in community based activities

In 2019 the school delivered the frameworks of Hospitality, Construction , Entertainment and Retail Services to both Year 11 and 12 . In 2019 the school's Retail Services students completed the first HSC. Additionally the school offers Year 10 early commencements of Stage 6 Hospitality class. The number of students studying a VET subject in 2019 was 187. This student numbers generated community involvement through mandatory work placement requirements which was facilitated through AUSSIP. From the 2019 Macquarie Park RTO exit survey 87% of our students believed the VET course they studied met their expectations, with 88% stating they would recommend their VET course to other students. The overall number of students satisfied with their training was 87.5%. Survey data indicated some issues to be followed up including unsatisfactory work placement experiences and the pressures placed on students who are absent from classes while undertaking work placement .

6. Student notifications reflect 50% decrease in negative behaviours and 90% increase in positive behaviours.

Benchmark data was taken in 2018 and measured against 2019 data. This showed consistent positive notifications in 2019 which maintains the improvement from 2017 (-62%) and an increase in the % of notifications for negative incidents.

7. There is a decrease in the number of suspensions annually

There was a 50% increase (from 2018 's previous low percentage to 2019) in the number of days students were suspended. 13% of these suspensions were by repeat offenders. The proportion of students suspended in relation to the whole student population was 6.7% in 2019 an increase of more than 5% from the previous year.

8. Tell Them From Me survey data indicates 10% increase in the value that students place on their schooling and their sense of belonging from 2017 baseline

The value that students place on their schooling is measured from responses to a number of different items. Student responses in the Tell Them From Me survey indicate the following patterns from the 2017 baseline data – 3% increase in the value students place on school outcomes; 2% decrease in the level of intellectual engagement in core subjects (consistent with 2017 and above NSW Government norm); 3% decrease in the amount of effort students believe they apply to their learning. which is still 1% higher than 2017, but there was an increase of 1% for positive behaviour at school which is 3% about State norms and a 2% drop in students reporting they complete set homework. There was an increase of 4% for positive relationships, but a 4% decrease for a sense of belonging. Participation in extra curricular activities is still 13% higher than the norm and despite a drop of 2% in sports it still remains 5% higher than the norm.

In 2019 the key actions for projects in STRATEGIC DIRECTION 1 include:

Project 1.1: Higher order thinking and differentiation

- Design and deliver professional learning to skill executive and teachers in the following areas: learning progressions in lesson design; setting, maintaining and evaluating high expectations; the explicit teaching of

reading and writing in a differentiated classroom; high impact teaching strategies for improved HSC performance; use of language of thinking in the setting of assessment tasks.

- Development of school statement of curriculum requirements in the areas of programming, assessment and differentiation.
- Adoption of high impact teaching practices for improved HSC student performance
- Data collection to review progress on student agency through mentoring, goal setting and self-reflection.
- Introduction of academic expo into school calendar to showcase excellence in student work

Project 1.2: Parent-centred projects

- Design and deliver professional learning to skill executive and teachers in the following areas: effective communication with parents, carers and the community
- Design and develop package of initiatives to improve school communications with parents/carers in line with action plan
- Review VET options and school-community partnerships

Project 1.3: Student wellbeing and success

- Design and deliver professional learning to skill new and continuing teachers in the following areas: practices to better manage student behaviour including choice theory and growth mindset;
- Development of school student wellbeing procedures and practices statement and resources and design and deliver professional learning and community information workshop to support implementation in 2020
- Design and deliver program to enhance students sense of belonging to school
- Incorporate student agency initiatives into programs and practices to enhance student wellbeing

In 2019 the key actions for projects in STRATEGIC DIRECTION 1 include:

Project 1.1: Higher order thinking and differentiation

- Design and deliver professional learning to skill executive and teachers in the following areas: learning progressions in lesson design; setting , maintaining and evaluating high expectations; the explicit teaching of reading and writing in a differentiated classroom; high impact teaching strategies for improved HSC performance; use of language of thinking in the setting of assessment tasks.
- Development of school statement of curriculum requirements in the areas of programming, assessment and differentiation.
- Adoption of high impact teaching practices for improved HSC student performance
- Data collection to review progress on student agency through mentoring, goal setting and self-reflection.
- Introduction of academic expo into school calendar to showcase excellence in student work

Project 1.2: Parent-centred projects

- Design and deliver professional learning to skill executive and teachers in the following areas: effective communication with parents, carers and the community
- Design and develop package of initiatives to improve school communications with parents / carers in line with action plan
- Review VET options and school-community partnerships

Project 1.3: Student wellbeing and success

- Design and deliver professional learning to skill new and continuing teachers in the following areas: practices to better manage student behaviour including Choice Theory, ENVoy and Bill Rogers Classroom Management and growth mindset;
- Development of school student wellbeing procedures and practices statement and resources and design and deliver professional learning and community information workshop to support implementation in 2020
- Development of school procedures and practices to reduce the rate of suspensions and design and deliver staff, student and community information workshops to support implementation in 2020
- Design and deliver program to enhance students sense of belonging to school
- Incorporate student agency initiatives into programs and practices to enhance student wellbeing

Progress towards achieving improvement measures

Process 1: Higher order thinking and differentiation

Evaluation	Funds Expended (Resources)
• Through the professional learning cycle all staff have their interview with	HSC Reflections/RAP analysis

Progress towards achieving improvement measures

the supervisor and reflect on how they have met NESA and School requirements.

- HSC Data is analysed throughout the school. HSC reflection is completed through faculty RAP Analysis by Faculty Head Teachers which is supported by teacher reflections.
- PBL Art work from the Year 8 task 'Reflecting Culture' was displayed around the hall to be viewed by parents which included incoming year 6 parents.
- PBL video was created demonstrating PBL opportunities, skills learned, experience and demonstrating student work.
- Students in year 7 completed workshops on report comment writing. As part of the workshop students had to analyse the work they have completed for their PBL project. Identify their strength, weakness and develop a strategy for improvement. Their report comments were published in their end of year reports.

Overall Summary

All new teachers to our school have completed the Gifted and Talented training. This training consists of teachers attending three workshops where they look at how to differentiate content not only for extending students knowledge but also for supporting those that need it. Teachers complete a project in their own classroom measuring differentiation against knowledge and engagement and present this to the whole school staff at professional learning.

Teaching programs are constantly evaluated and improvements made throughout the school year. All teaching programs provide strategies for differentiation that extend and support student learning needs.

Project Based Learning This year had its first exposition of student works. As part of the exposition students presented their products to parents and members of the local community. Products were also shown to all students in the school providing them with modelled examples of what high quality PBL products look like. Students this year also learned the skill the write their own report comments for their PBL tasks completed reflecting on their own identified strength, weakness and strategy for improvement. These report comments were published in the end of year report.

Vocational Education and Training saw an increase in the range of subjects offered including the addition of Dance Coaching. Two teachers were trained to deliver this course and will offer it to students in 2021. VET subjects continue to be popular with students in the senior years and the results in the 2019 HSC provided more band 6 results in VET subjects than in previous years particularly in the area of Hospitality and Entertainment. Retail Services completed its first cohort of students and created and built Shopmead which is a retail outlet that operates in the school by Retail Services students providing them with real experience of the retail industry. Community partnerships have grown as students now complete work placements in 4 industry framework areas. Partnerships are created through students self sourcing work placements, teacher connections with industry and AUSSIP or school work place provider.

An area of focus for 2020 is the behaviour notifications to reflect negative growth and for positive notifications to increase and a reduction in student suspensions through the increase of support strategies and community partnerships for disengaged students.

PDPs

PBL Artwork, New letters

PBL video

Funding Sources:

- PBL (\$991.58)
- Gifted and Talented (\$14873.70)

Process 2: Parent-centred projects

Evaluation

- Senior executive analysed data on communications channels used in the school to parents. It demonstrated a need to investigate other platforms of communication with parents. This lead to the use of the email functionality on

Funds Expended (Resources)

Police Presented workshop – Safe Parties.

Progress towards achieving improvement measures

School Bytes which provides a quick and easy to use communication platform to all parents in the school.

- Parents were provided with a presentation form Parramatta Police on how to conduct a safe party in their home. Information was provided on possible fines, legal implications, parents duty of care, underage drinking, rules about checking bags and personal belongings that are on their property.
- Parents that attended the orientation day for the 2020 Year 7 cohort were provided with a verbal presentation on PBL including the process, show casing completed products through the video presentation and artwork hanging in school and explaining wider community involvement in tasks.
- Also at the orientation presentation parents were informed by the Head Teacher SWLL on Year 7 camps, spirit week, fund raising opportunities, leadership groups., welfare support and passport to success.

Overall Summary In 2019 we have seen an increase in parents attending school events. The school end of year Showcase once again was a sell out at Riverside Theatre. We have also seen the first PBL Expo where many parents attended. Also the Australian Identity PBL project was opened to parents to attend and the response was outstanding. The 60th Birthday Celebration of the school reunited ex-students and staff members. The school was opened to the public for tours of displays created by teachers and students surrounding the history of the school and its changes over time. The end of the week was finalised with a Celebration Dinner which was attended by 100 people who were provided with a 3 course meal catered by our Hospitality students, entertained by our talented musicians who were supported by our Entertainment students in the school hall decorated in cabaret style by an ex student. Parents are well informed on the support and wellbeing of their children through extensive provisions of workshops based on current student needs. All workshops are well attended by parents. Feedback is collected by the SWLL head teacher which informs her with the areas of focus for following workshops. Communication channels continue to be explored to keep parents informed. This year we have implemented the use of School Bytes for emailing purposes we have also implemented the use of Sway for school newsletters to allow increased interactivity. The area to be further explored in 2020 is the need to use translated methods of communication to parents to allow more parents to be informed on what is going on in the school. Every year the school holds both an Open day for incoming year 7 parents and Orientation day. During these day's parents attend the school grounds and are provided with information sessions on school processes and practices and also tours of the school facilities. Parents are well informed on the best ways to support their child on transition from primary school to high school. Parents are also provided with Google Bootcamp training where they are provided with a hands on session to understand the use of the google platform and to better support their child in their learning at home. This event is always well attended with 40 plus parents in attendance.

PBL video and artwork

Orientation

Funding Sources:

- School bytes (\$8906.70)
- Socio-economic background Spirit Week (\$495.79)
- Socio-economic background – Transition/orientation (\$1983.16)

Process 3: Student wellbeing and success

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Analysis of negative data on Sentral by Senior Executive to identify patterns of behaviour of concern. The main finding was disengagement of learning lead to reoffending negative behaviour. This was mainly evident in Stage 4. • Students that have been identified through Sentral notifications and the SWLL team with issues relating to aggression complete the RAGE program delivered by High Street Youth Services. The program helps students identify anger and what it looks and feels like in their bodies, provides strategies on how to reduce anger and focuses on good nutrition and exercise. The program was successful and will be continued to be implemented in 2020. • Students in year 9 and 11 attend Camps. Camps focus on building confidence and help develop relationships with others through outdoor activities. Year 9 camp has a focus on Peer Support training and Year 11 camp has a crossroads focus with the inclusion of study skills. 	<p>Rewards day for attendance</p> <p>Year 9 camp – peersupport training</p> <p>tolerance day– assembly, food in cola, music</p> <p>Conviction group 2019</p> <p>Year 11 camp cross roads and study skills</p> <p>Orientation</p>

Progress towards achieving improvement measures

- Male students in year 10 complete the Conviction Group program which is delivered off site. The program runs males students through workshops to build skills on developing into a respectful man.
- Students across the school are recognised for good attendance and behaviour. Students participate in a rewards day which is held at school and involves external businesses provided entertainment for students to participate in. This program rewards students for doing the right thing every day.
- Students in the incoming year 7 cohort participated in orientation day where students participate in class activities and Peer Support activities to allow them to feel more comfortable when they attend school in the following year. Student wellbeing is a school priority at Northmead Creative and Performing Arts High School. There are many support structures in place to ensure the wellbeing of our students . Students this year have been involved in:

School camps for Years 7, 9 and 11 with an attendance rate over 80% in each cohort.;

Transition and Orientation programs for the incoming cohort of Year 7 students have run to reduce the anxiety of students and to orientate them around the school.

Year 7 completed a Boot Camp week on arrival to the school participating in workshops designed to support their transition to the school. These included Best Start Testing, signing on to networks, Peer Support activities, Google Bootcamp and teacher and student lead workshops to build friendships and resilience skills. Feedback from these transition weeks from parents and students has been positive and students are much more settled for the start of their high school journey.

In 2018 we saw an increase from the base line data of 2017 in the TTFM survey in regards to the sense of belonging of 3%, however in 2019 we saw a decrease of 4%. The main cohorts we have seen a decrease of a positive sense of belonging is the 2019 Year 8 cohort with a 16% decrease, Year 10 cohort with a 6% drop and Year 12 cohort with a 7% drop. There was growth of 3% in the Year 11 cohort. In correlation of data from the 2018 year 7 cohort to the 2019 cohort we saw a 4% decrease of a sense of positive belonging. This is an area for development in 2020.

In 2018 we saw an increase from the base line data of 2017 in the TTFM survey in regards to students valuing schooling outcomes of 3%, however in 2019 we saw a decrease of 3% counteracting the growth we had from the previous year. The main cohorts of decline were students in year 8 with a 19% drop, Year 9 with a 12% drop and Year 10 with a 16% drop. In correlation to year 7 cohorts from 2018 to 2019 with a drop of 3%. This is an area for development in 2020.

Students in Years 11 and 12 have participated in the Growth Goal program. There is the move in 2020 to include Year 10 students into this process to enhance their understanding of goal setting and to create a shift in mindset from fixed to growth. The Growth Goal program in 2019 has provided us with feedback that an increase in the one to one mentoring sessions would be more productive than small group sessions. Feedback provided that students felt valued through the growth coaching process.

Funding Sources:

- (\$0.00)

Next Steps

Project 1.1: Higher order thinking and differentiation

- Design and deliver professional learning to skill executive and teachers in the following areas: Collective efficacy, Formative assessment and Effective feedback; setting, maintaining and evaluating high expectations; the explicit teaching of reading and writing through Visible Difference in a differentiated classroom; high impact teaching strategies for improved HSC performance;

- Adoption of high impact teaching practices for improved HSC student performance

Project 1.2: Parent-centred projects

- Design and deliver professional learning to skill executive and teachers in the following areas: effective communication with parents, carers and the community
- Design and develop a package of initiatives to improve school communications with parents / carers from EALD backgrounds
- Review VET options and school-community partnerships

Project 1.3: Student wellbeing and success

- Design and deliver professional learning to skill new and continuing teachers in the following areas: practices to better manage student behaviour including Choice Theory and growth mindset;
- Data collection to review progress for student success through mentoring, goal setting and self-reflection.
- Extend Growth coaching to Year 10 in 2020
- .Design and deliver workshops for the community to support student wellbeing and success.
- Investigate and facilitate community projects to engage students positively to reduce student suspensions and behaviour notifications.
- Design and deliver program to enhance students sense of belonging to school



Strategic Direction 2

TEACHERS GROW AS EDUCATORS

Purpose

For students to achieve this vision teachers need to be experts in their field, know, reflect on and share best practice in order to maximise the learning opportunities for their students. The creation of educational opportunities is a deliberate design, driven by research, best practice and evidence. Our goals under this strategic direction are:

1. Teachers are accomplished users of assessment and effective feedback strategies
2. NCAPAHS teachers excel in evidence-based teaching practices
3. Classrooms are welcoming, user-friendly, resource rich centers of contemporary learning

Improvement Measures

All programs reflect teacher analysis, interpretation and extrapolation of data which is used collaboratively to inform planning, identify interventions and modify teaching practice.

HSC results indicate 30% of courses are above or equal to the State average

Teachers model evidence-based teaching strategies as noted in collegial practice observations.

Progress towards achieving improvement measures

Process 1: Professional learning on assessment and feedback

Evaluation	Funds Expended (Resources)
All staff participated in whole school Professional Learning on the implementation of quality feedback, begun in 2018 and Formative Assessment strategies. Faculty teaching programs were refined to reflect focus on formative assessment strategies with collegial lesson observations playing a key role in developing best practice. Staff lead professional learning in the implementation of technology tools that were both engaging for students and provided formative assessment data. Identified NST and new staff participated in a New Scheme Teacher Mentoring Programs and Gifted Education and Talent Development Programs to refine their understanding and implementation of effective assessment strategies. Stage 4 Project Based Learning reports were refined in the Yearly reporting period to include student recognition of learning.	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$5949.48)

Process 2: Professional learning on data use to inform teacher work

Evaluation	Funds Expended (Resources)
All staff undertook training in the analysis of SCOUT reports. Head Teachers led faculties in the analysis of HSC data in order to refine programs and set improvement targets. The executive and learning support teachers led staff in the analysis of Best Start and NAPLAN data in order to develop individualised programs for students who required support. NCCD data was collected and analysed with presentations to staff and a refinement of the recording of data. This data was then correlated to ensure that identified students were able to access special provisions as required. This data was also used in development of support programs for students who had yet to meet minimum standards. The school participated in TTFM in Term 1 and Term 3 where data was analysed in relation to student well being initiatives and welfare programs. In Term 4, SENTRAL data regarding student engagement was also reviewed to ensure students who were struggling received individualised programs of support.	SCOUT reports Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$2974.74)

Progress towards achieving improvement measures

The school continued to develop and involve the wider school community to provide feedback with data being collected via student, parent and teacher surveys in regard to school communication methods, school reporting formats and teaching and learning programs such as Project Based Learning.

Whole school professional learning was also focused on the collection of evidence sets for staff PDPs to ensure that individual professional learning activities aligned with faculty goals, school targets and teaching standards

Process 3: The development of expert knowledge and practices is underpinned by school values.

Evaluation	Funds Expended (Resources)
<p>The school values underpin all professional development within the school. Reflecting the departmental focus on meeting the learning and welfare needs of every student in every school, whole school and individualised professional learning activities strive to ensure student improvement in teaching, learning and welfare needs. The whole school focus on Formative Assessment and Feedback ensures that student progress is being achieved in all areas. The continual reviewing and refinement of Teaching and Learning practices and settings of Faculty Excellence plans reflect student academic improvements.</p> <p>Professional learning in complex case management and understanding trauma expected behaviours was also undertaken by all staff. This professional learning allowed staff to develop new understandings and approaches to engaging students from differing social contexts.</p> <p>Targeted professional learning has been provided for New Scheme Teachers and teachers new to the school so that they were able to develop their skills in the pedagogical knowledge and the delivery of effective teaching programs. Targeted programs have included professional learning workshops on supporting EAL/D students, non-verbal communications strategies within the classroom, planning and sequencing lessons, approaches to assessment, curriculum differentiation, and focusing of reflective practice.</p> <p>All staff had PDP's which were developed, implemented and reviewed with collegial lesson observations and feedback. The focus on the alignment of individual, faculty and school targets were acknowledged with teachers continuing to implement learning to refine their knowledge of changes to curriculum and new tools and teaching strategies that are available. Action research and Professional Learning Teams continue to develop pedagogical practices to ensure student growth</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$19831.60)

Next Steps

2.1 Professional learning on assessment and feedback

- Design and deliver professional learning to skill executive and teachers in the following areas: Collective Efficacy, effective feedback for improved learning outcomes.
- Further development and refinement of school wide feedback principles and practices
- Review and revision of PBL assessment processes

2.2 Professional learning on data use to inform teacher work

- Design and deliver professional learning to skill executive and teachers in the following areas: establishing explicit marking criteria, team and peer marking, explicit support for students, feedback linked to rubric and specific language of tasks set; HSC analysis and mark distribution; student assessment data and teacher feedback for improved student performance; range of data available to inform teaching practices; interpretation of and use of assessment data.
- Teacher collegial practice focuses on integration of collective efficacy, Visible difference: Reading and academic language in teaching practice

2.3 Values platform underpins development of expert knowledge and practices;

- Development and implementation of policies and procedures to enhance student engagement.
- Create and action future focused learning resources and environment plan and further refinement of google platforms and tools for learning.
- Teacher lesson design incorporates learning experiences to develop student skills in the areas of problem solving, critical thinking, collaboration, communication and creativity.

Strategic Direction 3

EFFECTIVE LEADERSHIP IS MODELLED, PRACTISED AND SHARED

Purpose

The development of leadership is equally important for staff and students. Students need to be able to lead themselves and others in an emerging complex technological age. Staff need to be able to model the necessary leadership skills and continue to develop the educational environment which will enhance the lives of current and future students. Parents too, play a role, leading and guiding their child through adolescence and into the transition of post-school life.

1. Student leadership is developed and shared throughout all years and aspects of school life
2. Staff leadership capacity and aspiration is developed
3. Parents/ carers and families are leaders in learning

Improvement Measures

Establishment of a professional learning community encompassing teachers, non-teaching staff, students and parents focused on 10% annual improvement in teaching, learning and service delivery as measured in the Tell Them From Me survey data and other internal data gathering instruments

A 10% annual increase in the positive perception of the school by the community through Tell Them From Me survey data and other internal data gathering instruments.

The school is rated as 'excelling' in more than 50% of the School Excellence Framework domains.

Progress towards achieving improvement measures

Process 1: Student leadership

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Feedback on current and potential leadership structure/opportunities/initiatives are attained through Exit surveys and program evaluations. These are used to help plan future directions and will be reviewed at the Leadership Conference and initial planning day meetings in 2020• Leadership Team Conference – postponed to 2020 week 2• Passport to Success updates have been made and printed for distribution in 2020. <p>Overall Evaluation:</p> <p>Participation in student leadership is highly encouraged in order to promote student voice and enable participation in decision-making processes. It is the responsibility of all members of the school community to promote, foster and encourage students to take on roles of leadership, responsibility and commitment to their school. The student leadership team are overseen by highly passionate staff who mentor and facilitate our young school leaders.</p> <p>The student leadership body have been actively engaged in 2019 in improving the structure, unity and their presence within the school community as well as, undertaking further leadership training. They have been actively engaged through their sub-committees in serving the school community and promoting student voice. and raising awareness of many external organisations through their fundraising efforts.</p> <p>Improvement Areas:</p> <ul style="list-style-type: none">• Integration of leadership bodies SRC and Prefects to strength connections and collaboration. Postponed Leadership Conference to be held early in Term 1 2020.• TTFM survey data used to help develop Wellbeing initiatives and SRC leadership activities to build on belonging, school pride and student	<p>Leadership Projects funding</p> <p>Cost for publication of new Passport to success booklets and covers</p> <p>Leadership Badges</p> <p>Cover for Leadership projects/ conference</p> <p>Spirit week – Guest presenter</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful (QTSS) –Passport to Success Booklets (\$800.00)• Quality Teaching, Successful Students (QTSS) – Leadership badges (\$774.00)• Quality Teaching, Successful Students (QTSS) – Guest Presenter (\$2900.00)• Quality Teaching, Successful Students (QTSS) – Elevate Education (\$13180.00)

Progress towards achieving improvement measures

advocacy.

Process 2: Teacher leadership

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • PLT – Staff Wellbeing – Let's Do Lunch; Good Onya box; Teacher walking group; morning tea's; Snr Exec fruit box • Head Teachers engaged in Regional meeting at Holroyd HS – ongoing planning of joint G5 schools SDD for 2020. • Wellbeing team utilises TFFM data and trends to help plan wellbeing activities for 2020 <p>Overall Evaluation:</p> <p>A number of staff have been active in seeking promotion and/or stepping up to relieve at both executive and senior executive levels both internally and externally. Staff who are seeking promotion are provided with Mock Interviews conducted by a DP and HT in preparation for their final interview. PLT Leadership opportunities have been given to staff and those teachers have participated in Team Leadership training. Head Teachers and aspiring leaders were also given the opportunity to lead at the annual Executive Conference. New and beginning teachers have been linked with a Head Teacher Mentor and they have successfully worked through the NCAPA Induction Program to support their transition into the teaching profession. There has been an increase in the number of staff who have been recognised for teacher awards, there is a dynamic culture of staff who value the challenge of leadership opportunities and the way in which they can continue to influence the direction of the school.</p> <p>Improvement Areas:</p> <p>Promotion of Higher Accreditation in both Lead and Highly Accomplished</p> <p>Continue to build Girraween (G5) network of schools partnership</p> <p>Increase the number of staff linked with external networks and associations</p>	<p>2019 Wellbeing Plan</p> <p>TTFM Survey data</p> <p>Wellbeing Team Meeting Agenda/Minutes</p> <p>Learning Support – SLSO's</p> <p>NCCD – special provisions</p> <p>Mentoring – Growth coaching; Boys' mentor</p> <p>Relief funding for Professional learning</p> <p>Executive conference – costs & relief</p> <p>Faculty Review costs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) – PL costs (\$16756.00) • Quality Teaching, Successful Students (QTSS) – Executive Conference cost and cover (\$7731.79) • Quality Teaching, Successful Students (QTSS)– leadership initiative (\$3966.00)

Process 3: Parents / carers leadership

Evaluation	Funds Expended (Resources)
<p>TTFM data does not truly reflect the positive perception of our school by the parent community. There has been a continuing growth of applications to attend NCAPAHS through auditions into the CAPA program, applications for Gifted and Talented classes and by increasing enrolment numbers..</p> <p>School communication channels have been improved to promote, document and report on school events through the Parent Portal, School Website, School Newsletter, improved School App and the use of School Bytes (email system).</p> <p>There has been a significant increase in the parent engagement at targeted parent forums:</p> <p>T1 – Elevate Study Skills</p> <p>T2 – Sleep and Mental Health / Spirit Week & 60th Birthday Celebration</p> <p>T3 – Online safety</p> <p>T4 – Safe Parties and DDD / The Effects of Technology on our Children</p> <p>as well as, participation in whole school events such as:</p>	<p>Funding of school Bytes</p> <p>TTFM surveys</p> <p>Cost of guest speakers at Parent Forums</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful – School BytesStudents (QTSS) – (\$7861.00) • Quality Teaching, Successful Students (QTSS) – Parent Engagement (\$880.00)

Progress towards achieving improvement measures

- Celebration Assemblies
- 60th Birthday celebration/Spirit week
- Mid and End of year Showcases
- Parent/teacher nights
- Subject selection evenings

Improvement Areas:

Increase parent participation in the TTFM survey through promotion and publicity

Hold a parent forum on TTFM Data

Improve internal data collection of parent/community feedback.

Next Steps

3.1: Student leadership

- Integration of leadership bodies SRC and Prefects to strengthen connections and collaboration. Leadership Conference to be held early in Term 1 2020.
- TTFM survey data used to help develop wellbeing initiatives and SRC leadership activities to build on belonging , school pride and student advocacy
- Investigate and implement the development of Legacy Projects
-

3.2: Teacher leadership

- develop network of teachers seeking higher accreditation and establish mentoring to support process and document process for future use.
- evaluate, extent and effectiveness of professional learning in leadership.
- evaluate staff wellbeing data and develop plan in response.
- promotion of Higher Accreditation in both Lead and Highly Accomplished.
- Continue to build Girraween (G5) network of schools partnership to enhance collegial practice.

3.3: Parent / carer leadership

- Publicise activities to broaden parental involvement in Tell Them From Me surveys.
- Improve internal data collection of parent/community feedback.
- Continue to enhance Parent Engagement to support Student Learning

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$123,629	<p>EALD Teachers 1..2 Employed</p> <p>20 students attended the New Hoizons Program</p> <p>3 students obtained scholarships from the Public Education Foundation; One student successfully won an apprenticeship; two were successful in obtaining entry to University and one student successful for TAFE</p> <p>6 girls completed the Swim School</p> <p>Staff evaluated the Trauma Informed Teaching as one of the best PLs they had ever done.</p> <p>One student supported by panel members of the Public Education offer: Scholarship offered and refused to a Private School; Lap top provided by the panel, member.</p> <p>Every 5 weeks for International Students: ; Mentored all IS students; Regularly checked academic / attendance; and kept teachers and parents/guardians well informed re students progress, attendance and welfare.</p>
Low level adjustment for disability	\$261,654	<p>BLITZ Readers graduate from the program or are invited to continue participation in 2021</p> <p>SSLOs employed to assist students with disabilities. to help with understanding, track progress and assist with delivering the differentiated curriculum</p> <p>1.5 Learning support including a Transition officer for the incoming Year 7 to gather student information and ensure that we have the appropriate learning adjustments in place for each individual student with a disability.</p> <p>Transition Program for students identified as requiring additional support over 3 days</p>
Socio–economic background	\$164,950	<p>Collegial Practice release time was granted to all staff to observe colleagues and engage in professional discourse enabling teachers to articulate and examine quality teaching.</p> <p>One staff member was employed as a Deputy Principal with expertise in Welfare and Vocational Education which enabled students to engage in appropriate pathways in Stage 5 and 6.</p> <p>One teacher was employed as an instructional leader to support explicit quality instruction in collaboration, creativity, critical thinking, communication and innovation – Project Based Learning(PBL) for Stages 4 and 5.</p> <p>In order to best support students and their learning, a Technology Support Officer was</p>

Socio-economic background	\$164,950	<p>employed to: maintain banks of computers across the school facilitating student engagement with the google platform for learning across the KLAS; trouble shooting hardware problems, helping staff with presentations to engage students digitally.</p> <p>One staff member was employed in the Wellbeing Independent Student Education (WISE) Centre where vulnerable students can have time out and students who need explicit support in reading are able to seek expert help.</p> <p>Two SSLOs employed to support students: for students who need support in Literacy and Numeracy and English Acquisition necessary for their education</p> <p>One teacher was employed as a youth worker mentoring 'at risk' students</p>
Support for beginning teachers	\$54,548	<p>7 Teachers successfully completed: Induction and Orientation;</p> <p>7 teachers mentored by Head Teacher Mentor completing ENVoY and Part 2 ENVoY: Strategies in Action, Lesson assistance and preparation: Planning a Sequence of Lessons; Lesson observation and feedback</p> <p>Supporting EALD students; Focus on Reflective Practice Workshop</p> <p>7 teachers achieved their Accreditation</p> <p>Second Year Teachers also engaged in the continued Mentoring Program : Completing 34 hours of Gifted and Talented Education Professional Learning supported by an Action research program. findings of their research was presented to the whole staff.</p>
Targeted student support for refugees and new arrivals	\$4,549	<p>MCC had 23 committed members from across the school</p> <p>10 teachers trained in Teaching Refugee Students (10 hours registered hours)</p> <p>75 teachers completed PL for Trauma Informed Teaching PI</p> <p>15 students participated in the Macquarie University LEAP program.</p> <p>20 students attended the New Horizons Program</p> <p>3 students obtained scholarships from the Public Education Foundation; One student successfully won an apprenticeship; two were successful in obtaining entry to University and one student successful for TAFE</p> <p>6 girls completed the Swim School</p> <p>Staff evaluated the Trauma Informed</p>

Targeted student support for refugees and new arrivals	\$4,549	<p>Teaching as one of the best PLs they had ever done.</p> <p>One student supported by panel members of the Public Education offer: Scholarship offered and refused to a Private School; Lap top provided by the panel, member.</p> <p>20 students completed the Surf Education Program</p>
---	---------	---



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	523	517	522	535
Girls	496	505	526	588

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.9	94.4	94.6	92.8
8	92.7	91.1	91	90.6
9	89.1	91.6	91.5	87.2
10	87.7	88.7	90.2	88.5
11	87.9	90.5	88.3	88.6
12	87.4	88.6	88.5	85.6
All Years	89.9	90.9	90.8	89
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

The overall attendance rate for the school is 89%, which is above state average (88%). Students taking unauthorised leave (that is leave for matters other than to attend a school or State sanctioned event) were not granted an exemption from attending school. This mainly applied to those students taking extended periods of time away from school for family holidays.

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

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

Non-attendance over an extended period is referred to the Home School liaison Officer (HSLO) who then works with students and their families to improve school attendance and engagement with learning.

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	0	0	5
Employment	0	1.9	17
TAFE entry	0	0	25
University Entry	0	0	51
Other	0	1.9	2
Unknown	0	0	0

By far the greatest number of students accepted a university offer, which included those who gained entry into pathway courses and pre-university colleges.

Socio-economic funding:

- Specific vocational courses: Aviation (Remote Pilot), Animal Studies, Construction, Design Fundamentals, Hospitality, Entertainment, Hairdressing, Beauty Services, Automotive –Mechanic, Electro technology, Retail Services, Health Services Assistance, Tourism, Travel and Events, Early Childhood Education and Care, Screen and Media, Plumbing, Financial Services, Property Services, Information and Digital Technology.
- Career orientation visits to universities and TAFE: HIA Trades Careers Event, Careers in Health – Westmead Hospital, The Big Day In at UTS; Enmore TAFE Design Centre; Ultimo TAFE visit; Inspiring Apprentices; My Gateway Apprenticeships; Granville TAFE Open Day; Mt Druitt TAFE Prac Day; Western Sydney Careers Expo; Western Sydney University U Day and the Links to Learning Program with AusSIP.

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Northmead Creative and Performing Arts High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students undertaking vocational or trade training

50% of Year 12 students undertook a VET/TAFE or trade training course.

Northmead CAPA High School offers four vocational education (VET) frameworks – Hospitality, Construction, Entertainment and Retail Services. The number of students studying a VET subject 187 students in the Senior School. In addition, 35 students started early commencement Stage 6 .

Course competency completion

In 2019, 47 out of a possible 78 students completed the optional HSC examination in their VET subject.

Construction

- 10 students achieved Cert II in Construction Pathways
- 2 students achieved a Certificate of Attainment Cert II in Construction Pathways

- 7 out of 12 students completed the HSC examination and achieved at higher levels Bands 5–3.

Entertainment

- 17 students achieved a Statement of Attainment in Cert III in Live Production and Services
- 10 out of 17 students completed the HSC examination and 2 students achieved our first Band 6s, 8 students achieved bands ranging from 3–5

Hospitality

- 25 students achieved a Statement of Attainment in Cert II in Hospitality
- 20 students achieved the full Certificate II qualification in Hospitality.
- 27 out of 44 students completed the HSC examination and achieved at higher levels than previous years : Bands 6, 5, 4, or 3, This highlights an upward trend and it is our first cohort to complete early commencement of Stage 6 Hospitality.

Retail Services

- **This is the first cohort to complete Retail Services**
- 3 out 5 students completed the HSC examination and received Bands 4 ,3 and 2
- 1 out 5 students received a Certificate of Attainment in Retail Services
- the Retail Shop was inaugurated and opened. It purchases and on–sells school supplies to students at recess and lunch.

Exit Survey Analysis

Each year the Macquarie Park RTO conducts an exit survey to evaluate the delivery of VET by the school. The results included the following:

89.19% of students indicated the course provided an awareness of industry practices and prepared them well to work in the industry. In addition:

- 85.14% felt the training methods used by teachers were effective in developing their skills
- 73% found work placement met their expectations.
- 87% of students stated their teacher provided opportunity for questions and 84% said they understood their learning needs. 86% of students said their teacher had a thorough knowledge of the course content and communicated it effectively.

Work placement is a NESAs requirement for all VET courses. Prior to students entering into work placement they are required to finish an industry readiness program run by both AUSSIP and their course teachers to ensure they are 'work–ready'. 100% of students indicated that this workshop and simulated experience allowed them to be well prepared for work placement.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	55.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	13.57
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.

Professional learning and teacher accreditation.

In 2019 the school undertook a number of approaches to develop staff through professional learning.

School Development Days.

- A focus for the year was on Formative Assessment. Using technology for formative assessment strategies for all students, including cross faculty presentations on formative Assessment strategies which were KLA specific
- Stage 6 cross school planning and sharing in the G5 Forum: Northmead, Greystanes, Girraween, Pendle Hill and Holroyd High Schools: Collegial Faculty based networks set up for ongoing collaboration.
- Strategies to help at Risk Students within and outside school, PCYC ; Professional Learning Plans and mid year evaluations
- Review of NSW Syllabus and curriculum changes; evaluation of faculty programs and planning for implementation for syllabus changes

Technology Tuesdays

- On Tuesday afternoons teachers availed themselves of the opportunity to fine tune their skills using Google for Education Applications.

Extended Staff Meetings

These meetings were held from 3pm to 6pm throughout the year and covered these aspects of professional learning:

- Formative Assessment– constructing Action Plans
- Scout for Teachers workshop . Focus on data through the use of Scout. This was registered CESE training.
- Formative assessment in the Faculty. Feedback and follow through on faculty and personal formative Assessment goals.
- Complex Cases Understanding Trauma– Expected Behaviours and responses.

PLTs

For the entire year teachers worked in cross KLA teams called Professional Learning Teams (PLTs) to develop practices and products aimed at improving both processes and practices at the school. In 2019. The teams included: GAT, Future Focussed Learning, Feedback, Positive Education, PBL, Staff Wellbeing , Teaching Refugees in the classroom, and Coding in the Classroom

Executive Conference

Each year the school executive meet together over a weekend to examine agreed areas of professional learning. During the 2019 executive conference the principal, deputy principals and head teachers worked together to: assess achievements made for the 2018–2020 school plan at a faculty level; prepare for school's self assessment for the School Excellence Framework; improve the quality of faculties through planning using the Professional Development Framework.

Starting Strong

The Northmead CAPA High School program *Starting Strong* focused on three areas of professional learning: a mentoring support program for beginning teachers, an orientation program for all new teachers to the school, and a *Teaching Gifted and Talented Students* program also for new teachers to the school.

The Mentoring Program for Beginning Teacher is informed by the *Strong Start, Great Teachers* program and is customised to meet the needs of beginning teachers both as individuals and as a group. In 2019 teachers met regularly with their mentor (Lyn Keane) and also participated in a program of classroom observations, team teaching and workshops to meet their specific needs.

- For teachers in their first year of teaching, the workshops included *non-verbal communication strategies, planning a lesson, planning a lesson sequence, and planning for assessment.*
- For teachers in their second year of teaching the workshops which ran were: *curriculum differentiation, peer and self- assessment, questioning and the accreditation process.*

Three teachers participated in the first year program and there were three in the second year program, three of whom have now successfully completed their accreditation.

The orientation program for all new teachers to the school ran regularly throughout Term 1 and aimed to give these teachers an understanding of the Northmead context and help them to build connections within the school. As well as discussing emerging needs and concerns, the program presented a structured series of information sessions on topics such as the school's *10/10 for success* strategy, the merit system, project based learning, Google Classroom, SENTRAL and the school's gifted and talented program.

In 2019, seven teachers participated in the *Teaching Gifted and Talented Students* Professional Program (24 teacher identified hours). This program aims to equip new teachers to the school with the knowledge and skills to meet the needs of gifted and talented students through curriculum differentiation within the Northmead CAPA High School context. Three workshops ran throughout the year and participants were also required to undertake an individual action research project. In the final workshop, which will occur in 2020, participants will share and reflect on their research findings before presenting these to a whole school professional learning meeting.

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	1,058,261
Revenue	12,574,150
Appropriation	11,425,239
Sale of Goods and Services	52,647
Grants and contributions	1,077,175
Investment income	11,686
Other revenue	7,403
Expenses	-11,925,420
Employee related	-10,385,121
Operating expenses	-1,540,299
Surplus / deficit for the year	648,730

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 management is lead by the principal in consultation with the executive team. All financial governance procedures are conducted in accordance with the FISH handbook.

In 2019 a significant amount of funds was set aside for assets. Wifi was upgraded and installed throughout the school to increase reliability and to make sure the Hall was purpose specific for online testing and Project Based Learning for large groups of students. To meet the needs of performance component of the curriculum the school audio visual system was upgraded and an innovation hub was developed further with a google jam board. Security cameras were upgraded and more were installed within the buildings and playground.

The 2019 budget made provision for savings to enable the school to purchase a PA system, an outdoor learning area and Astro Turf and upgrades to air-conditioning. Funds were also set aside for the development of landscaping and outdoor learning areas in the Performance area space.

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	58,842
Equity Total	563,814
Equity - Aboriginal	13,581
Equity - Socio-economic	164,950
Equity - Language	123,629
Equity - Disability	261,654
Base Total	9,821,044
Base - Per Capita	245,854
Base - Location	0
Base - Other	9,575,190
Other Total	504,968
Grand Total	10,948,668

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.

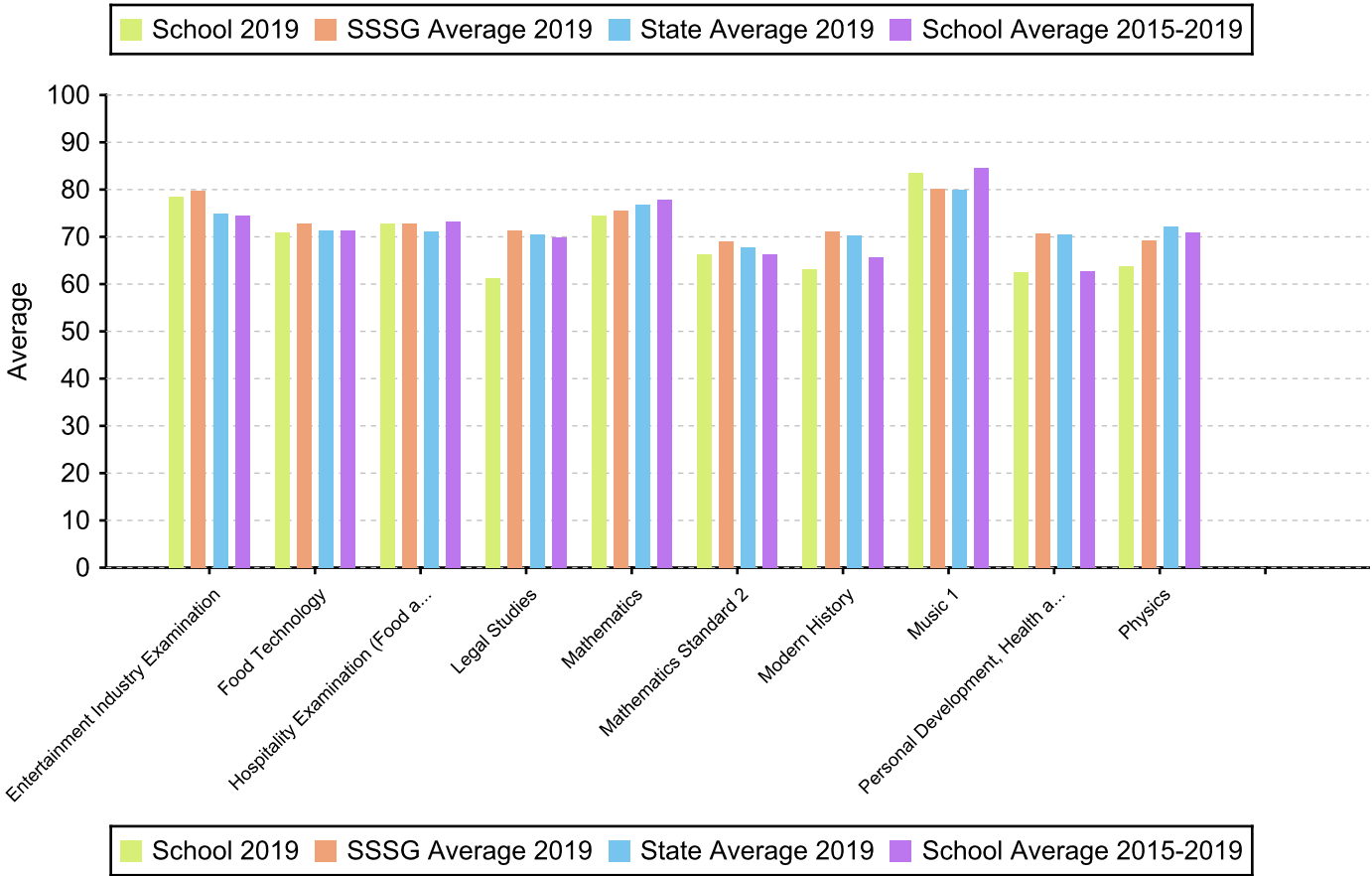
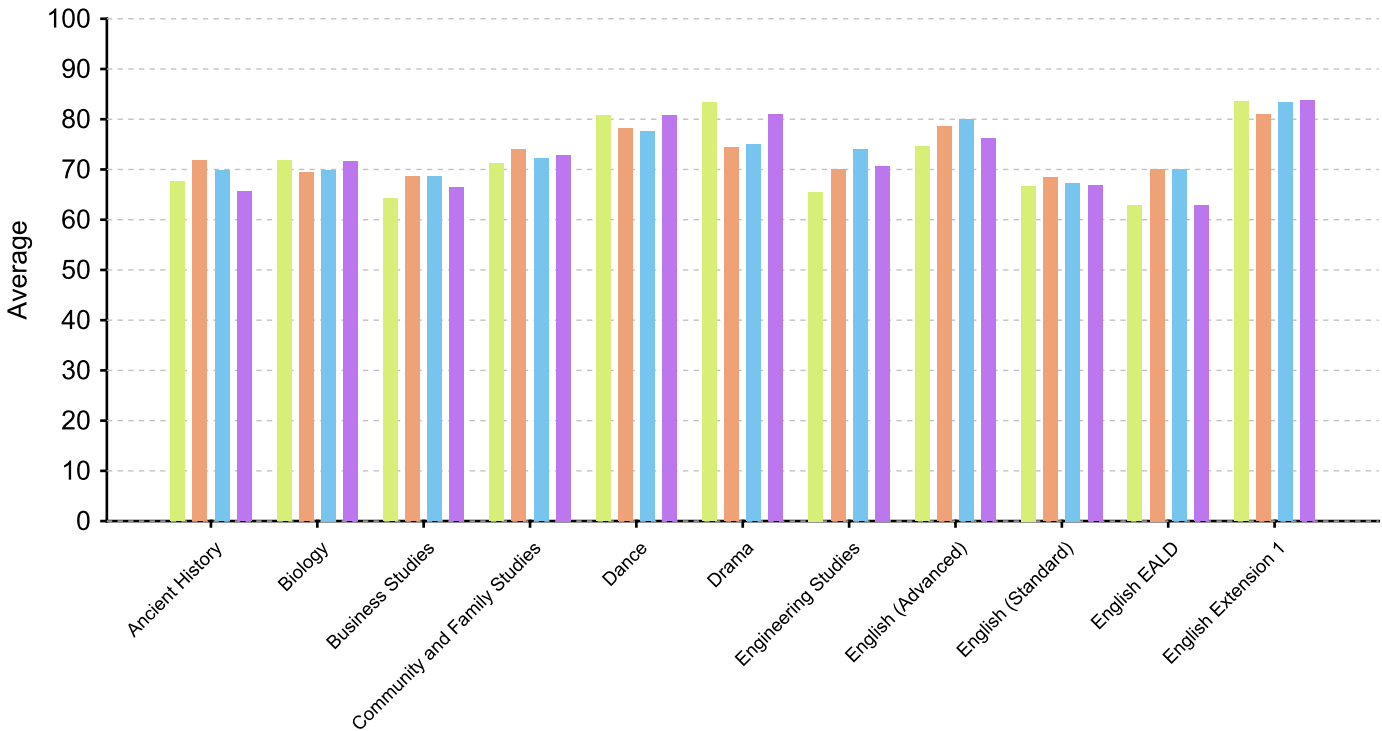
NAPLAN Online

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.

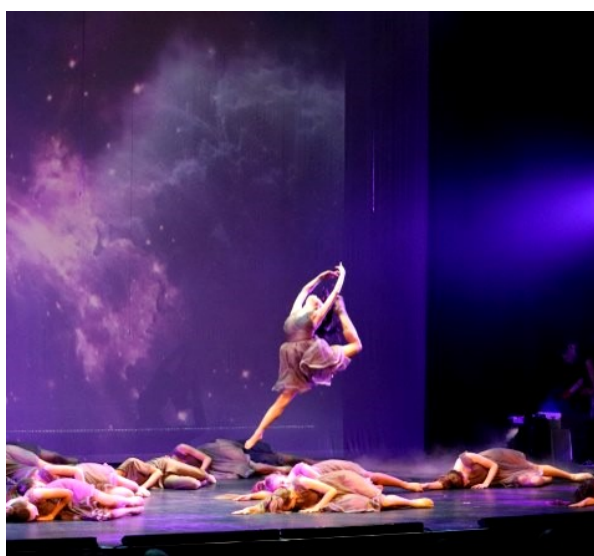
School performance - HSC

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	67.6	71.8	69.9	65.7
Biology	71.8	69.5	69.9	71.6
Business Studies	64.3	68.5	68.6	66.5
Community and Family Studies	71.2	74.0	72.2	72.9
Dance	80.7	78.2	77.6	80.7
Drama	83.4	74.3	75.0	80.9
Engineering Studies	65.5	70.0	73.9	70.7
English (Advanced)	74.6	78.6	80.0	76.1
English (Standard)	66.7	68.4	67.3	66.8
English EALD	62.9	70.1	70.0	62.9
English Extension 1	83.5	80.9	83.4	83.7
Entertainment Industry Examination	78.4	79.8	74.9	74.6
Food Technology	70.9	72.9	71.4	71.3
Hospitality Examination (Food and Beverage)	72.9	72.8	71.1	73.1
Legal Studies	61.2	71.3	70.6	69.9
Mathematics	74.4	75.5	76.9	77.8
Mathematics Standard 2	66.3	69.1	67.7	66.3
Modern History	63.2	71.0	70.2	65.7
Music 1	83.5	80.2	79.9	84.6
Personal Development, Health and Physical Education	62.5	70.7	70.5	62.7
Physics	63.7	69.2	72.1	70.9



Parent/caregiver, student, teacher satisfaction

The school has made use of the Department of Education's Tell Them From Me survey facility for a number of years and draws heavily on the data extracted from the results. In 2019 the school conducted an internal parent survey which drew very few respondents. Most were, however, generally satisfied with the school and the education their child was receiving. Parents receive information from the school via the 'parent portal'. Since its introduction in 2017, the parent portal has become a vital cog in the communication between the school and its parent community. Through this parents have access to their child's timetable, assessment schedules, curriculum handbooks, attendance record, academic reports, NAPLAN results and school newsletter. In 2019 the percentage of parents accessing information was 73.4%%.

Staff were surveyed both through the Tell Them From Me facility and an independent internal survey. There is recognition amongst the teaching staff that their role is becoming ever more complex. As they work to meet departmental accountabilities, school documentation requirements and provide diversity in opportunities for students there is a growing sense of overload.

Student responses to the Tell Them From Me survey indicated they were at NSW Government School norm in relation to the effort they applied to their learning. While the response to 'being interested and motivated' was disappointing at 29.5% it was slightly above Government School norm. 35% of students indicated they felt they were appropriately challenged which fell below Government school norm by 7%. Students report a 64% school mean for a positive sense of belonging at school which is above the Government School norm. Additionally, students gave the school a 6. rating to maintaining a positive learning climate which is above the Government School norm (5.6).



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.

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.

