

Nepean Creative and Performing Arts High School

2019 Annual Report



8383

Introduction

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

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

School contact details

Nepean Creative and Performing Arts High School
Great Western Hwy
Emu Plains, 2750
www.nepean-h.schools.nsw.edu.au
nepean-h.school@det.nsw.edu.au
4728 7200

Message from the principal

At Nepean Creative and Performing Arts High School we believe that each child brings unique talents and interests that must be engaged and nurtured for success. All years have a selective stream for the Creative and Performing Arts auditioned students, as well as a host of options for local area students.

With an innovative curriculum, specialised teachers and enhanced company and ensemble electives, students have every opportunity to excel in academic subjects, the Arts, sport, leadership and extra-curricular areas. The special education unit caters for students with mild and moderate intellectual disability and hearing impairment.

Situated on a picturesque 12 hectares with a working farm, Nepean Creative and Performing Arts High School enjoys modern facilities, including a state of the art Performing Arts Centre and excellent studios for dance and drama.

2019 has been a year of growth for Nepean Creative and Performing Arts High School, consolidating the new curriculum structure and enhanced electives. This structure ensures that all students in our diverse community are given maximum opportunities to engage, enjoy and excel at school. The success of this is obvious in our improved attendance, enrolment and quality of performance statistics..

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Maxwell Foord

Principal

Message from the school community

School Report 2019

The Parents & Citizens (P&C) at Nepean Creative and Performing Arts High School supports and strengthens the students, school and community through awareness, involvement and fundraising.

We have reflected that 2019 proved again a productive and rewarding year for the students and school community.

The P&C has met monthly, with around six to ten parents in attendance, along with the Principal and three Deputy Principals. We received informative updates from these members of the Executive on developments in the school with related to education, facilities, and other school-wide initiatives. In this way we were able likewise to contribute to the process as enthusiastic supporters of the school, as well as direct or indirect recipients of the improvements being contemplated.

We have noted again this year the significant number of students in the school. This has provided great opportunities in the range of subjects available, the calibre of the learning students receive, and the extra-curricula opportunities enjoyed by both audition and local students. At the same time, we are aware of the challenges this presents to provide the necessary class room and ancillary resources. We have been encouraged by the manner in which the Executive has been able to pursue meeting these challenges with the Department of Education, and continue to support such initiatives.

As a parent voluntary body, we have been active in a number and range of areas. While not all are able to attend our monthly meetings, over the year we estimate over thirty parents have participated in partnership with us. An area of significant contribution across the year has been providing panel members for staff merit selection panels. We have also engaged in a number of school activities, provided support for student wellbeing, and raised funds for expenditure on school items. The P&C ran a BBQ and drink stall at the School's Open Night, and served in partnership with the CAPA department hosting supper during their Showcase series. These not only raise funds that can be directed back into the school but enhance the experience of these occasions for the school community and guests alike. We also led a School Working Bee held for half a day on a Saturday that produced several thousand dollars worth of improvements, possible through the energy of parents, staff and students. We have decided that this is a very effective way to contribute to the school.

We have enthusiastically spent raised funds on the annual purchase of school representative (captains') blazers as well as the Skoolbag App for enhancing communication between the school and parents.

Finally, having seen the outcomes and experienced the benefits of P&C participation, we are promoting P&C participation for the sake of the school and its community.

We are grateful to Max Foord as principal, as well as Matthew Knowles, Kaylene McCormick and Fiona Wallis as Deputy Principals, for the time and help they have given us to understand the school, its running, joys and challenges. We are also grateful for the leadership they have given, and tireless contribution they have made, toward moving the school forward in 2019.

Roger Cunningham

School background

School vision statement

Aspiring the Heights through Care, Opportunity and Success.

School context

Nepean Creative and Performing Arts High School is a 7–12 coeducational high school with an enrolment of 1175 in 2019. This includes a selective stream for the Creative and Performing Arts across years 7–12, local area enrolments, 87 aboriginal students and a support unit of 64 students. The school provides students with a caring and supportive learning environment with a broad curriculum and a range of opportunities to enable learners to develop and succeed. The school enjoys strong parental and community support and has positive links with primary schools.



Self-assessment and school achievement

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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching

Purpose

Teaching and learning is explicit, relevant, meaningful and founded on best practice that is consistently and collectively applied across the whole school.

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

Improvement Measures

1. All teaching and learning programs will be constructed using a consistent program template that embeds three tiers of differentiated instruction aligned to whole school initiatives.
2. Measured growth in all students' literacy and numeracy skills developed as evident in SMART, SCOUT, RAP data.
3. All staff demonstrate their ability to utilise data literacy analysis through T&L program registration and PDP processes, including an evaluation of their value added effect size.
4. Increased number of teachers completing accreditation at Highly Accomplished and Lead Levels.
5. School wide use of e-portfolios to provide student feedback and set learning goals.
6. Increased parent participation in workshops on current teaching and learning methodologies and whole school priorities.
7. Increased engagement in school community networks like the Penrith Education Alliance.
8. Increased number of students participating in the BYOD program as a result of increased staff leadership in implementing the use of technology.

Overall summary of progress

Please see the evaluation below.

Progress towards achieving improvement measures

Process 1: Students

Students will receive formative feedback whilst learning after all assessment tasks that will enable them to identify how they compare to others, and what they need to do to improve. Using an e-portfolio contained in One Note, students will track and monitor their learning journey, set clear and explicit learning goals, and develop achievable and sustainable strategies that will enable them to achieve those goals.

Evaluation	Funds Expended (Resources)
A number of stand alone programs have been implemented to strengthen and develop formative feedback processes to support improvement in student learning. This includes the Leadership Development project in senior HSIE and the Year 6–7 literacy metalanguage program and the senior writing project.	TPL Funds \$7,000
In addition one of the Professional Learning teams focuses on 'Learning Intentions and Success Criteria' (LISC). All staff have received training in LISC in order to support their implementation in the classrooms.	TPL Team learning sessions as part of weekly meeting schedule \$1,000 Scholarship funding for the LISC program \$,2000 Nepean Learning Community

Progress towards achieving improvement measures

No progress has been made on e-portfolio, to be reviewed in 2020.

resources \$500

Support from State English Curriculum Adviser \$500

Funding Sources:

- English language proficiency (\$1000.00)
- Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 2: Staff

Staff will undertake professional learning in data literacy and data analysis skills and assessment for, as and of learning practices aligned to the literacy and numeracy continuums, ALARM, Bump It Up to inform collaborative interactions with colleagues and coaching conversations with students and parents when delivering feedback and setting future learning goals.

Evaluation	Funds Expended (Resources)
<p>All Stage 6 staff have undertaken HSC RAP data analysis, with some staff demonstrating extensive understanding of this process, using the data effectively to inform future curriculum delivery.</p> <p>All executive undertook training in SCOUT and Using Data with Confidence. This information was utilised by HTs with their KLAs to inform practice and better meet the needs of students.</p> <p>ALARM continued as a visible focus in the school and is embedded in all assignment templates.</p> <p>The focus for 2020 will be extended to improve practice on assessment for and as learning.</p>	<p>Allocation of Professional Learning time, \$5,000</p> <p>CESE SCOUT facilitators \$2000</p> <p>RAP data regional expert \$1000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3000.00)

Process 3: Leaders

School leaders will scope and resource learning opportunities related to ALARM, OneNote and Bump it Up. Leaders will ensure programming and assessment facilitate the implementation of whole school initiatives.

Evaluation	Funds Expended (Resources)
<p>All leaders of school Teams: Bump It Up (Literacy & Numeracy) ALARM, Digi Monday and OneNote maintained a scoped and sequenced program of learning for students and professional learning for staff across the school year.</p> <p>The implementation of ALARM has been strategically scaffolded to support student success. Student workshops were undertaken with all senior students.</p> <p>The literacy and numeracy program was embedded into the morning roll call structure. The use of Teams is becoming more consistent across the school.</p>	<p>Professional Learning Budget for ALARM \$1500 and Bump It UP \$4,000</p> <p>Access to Microsoft Consultant. \$1000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1000.00)

Next Steps

In 2020, we need to:

1. Broaden our engagement in assessment for and as learning.
2. Engage in regular data analysis sessions using a range of data sets to assess improvement, inform and influence practice.
3. Implement Learning Intentions and Success Criteria as standard classroom practice.



Strategic Direction 2

Learning

Purpose

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

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

Improvement Measures

1. Increased positive learning culture through the consistent application of whole school administrative, wellbeing systems and teaching and learning processes.
2. Develop and implement Growth Mindset Model with an emphasis on student self-reflection tools.
3. School wide implementation of PBL evidenced through increased assessment submission rates, increased attendance rates and decreased rates of incidents requiring disciplinary action.
4. Extended engagement with regional Learning Alliances and organisations to enhance teacher engagement in professional learning, professional discourse and collaboration.
5. Increase engagement in coaching conversations with KLA and Team leaders, student and parents to drive positive change in learning and assessment.
6. Reinvigorate the school's BYOD policy to engage students as learners and improve communication between students, teachers and parents.
7. Increased percentage of Year 7 students performing at Band 7 or above and Year 9 students performing at Band 8 in NAPLAN.
8. Increased percentage of students achieving Band 5 and Band 6 in HSC examinations in all courses.

Overall summary of progress

Please see the evaluation below.

Progress towards achieving improvement measures

Process 1: Students

Students will engage in a range of relevant and appropriate learning activities explicitly linked to their learning goals and needs. Students will develop knowledge and understanding of how to manage their own learning and take responsibility to achieve their goals. Increased engagement in learning will be evident through: maintaining a complete record of learning in all KLAs, either in physical or digital form; increased attendance and decreased truancy rates; increased assessment submission rates; increased performance in external measures like NAPLAN and HSC and; increased celebration of student success and achievement in school recognition assemblies.

Evaluation	Funds Expended (Resources)
The provision of an extensive range of both curricula and extra curricula activities ensured that all students were provided with experiences that addressed their specific learning needs.	TPL funds for EER conference \$5,000 Microsoft Regional Consultant \$1,000
The delivery of a HSC induction program for senior students addressed time management, NESA requirements and goal setting. This supported students to take charge and manage their own learning.	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$1000.00)
HSC monitoring processes ensured that a complete record of learning is maintained in all KLAs. Increased engagement was evidenced through improved results in NAPLAN and HSC data.	

Progress towards achieving improvement measures

Process 2: Staff

Staff will engage in professional learning to develop their consistency of teacher judgement and delivery of mapped teaching and learning activities to ensure appropriate skill development in students moving towards the HSC. Staff engagement will be evident in the: creation of dynamic, differentiated teaching and learning programs; the provision of assessment for, as and of learning experiences of students; enhanced feedback through refined standards references comment banks for reporting student performance and success and; consistent formalised and documented data analysis practices to inform planning

Evaluation	Funds Expended (Resources)
<p>A number of faculties undertook corporate marking experiences to build individual and faculty capacity in improving consistency of teacher judgment in assessment.</p> <p>There was an increase in the number of staff applying for and undertaking NAPLAN and HSC marking experiences across all KLAs.</p> <p>In our assessment booklets, an inclusion of course performance descriptors were included to continue to guide staff.</p> <p>Skill development was reinforced by reviewing the scope and sequences of all stage courses.</p> <p>The continuation of the roll out of the new differentiated programming template was applied to all to new curriculum.</p> <p>Staff engagement was visible in the refinement of all reporting comment banks to better align with the course performance descriptors.</p>	<p>TPL: Programming time \$1,000</p> <p>Release for HSC and NAPLAN Marking and Pilot marking sessions \$4,000</p> <p>Learning and Support Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$4000.00)

Process 3: Leaders

School leaders will work collaboratively with staff, students and parents to develop and evaluate current practices at the school to identify improvement measures to reflect the changing nature of the school. This will be evident in: refined school wide procedures and practices to encourage consistency across all KLAs; planned coaching conversations with Head Teachers to promote and drive change aligned to School Plan initiatives in Learning

Evaluation	Funds Expended (Resources)
<p>The Tell Them From Me Survey, P&C surveys, Scout Data, Benchmark of Quality in PBL have all been utilised to inform, modify and enhance practice.</p> <p>Growth Coaching training was completed with all members of the Executive Team and selected aspirant teachers across the school. This facilitated conversations at an individual level in each faculty in the PDP process.</p>	<p>Survey Monkey \$100</p> <p>Tell Them From Me Survey Nil Cost</p> <p>Principal TPL Funds for Growth Coaching – see cost below</p> <p>TPL Budget \$4,000</p> <p>PBL Regional Coach – 2 x casual relief \$1040</p> <p>Growth Coaching International Mentor and Training for 24 staff \$15,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Next Steps

In 2020 we will:

1. Utilise HSC and NAPLAN markers as leaders of targeted professional development within the school.
2. Consolidate and review the efficacy of the Senior Induction Program.
3. Increase student self evaluation of their learning through Learning Intentions and Success Criteria.



Strategic Direction 3

Leading

Purpose

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

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

Improvement Measures

1. Increased consistency of whole school monitoring and compliance with NESA, NCCD and WHS monitoring processes.
2. Increased staff leadership of school based initiatives and programs
3. Increased number of staff completing APSTs at Highly Accomplished and Lead levels
4. Professional learning opportunities on classroom management and the effect of the physical environment on learning will be provided to 100% of teaching staff.
5. Improved use of the physical learning environment of the school, including open and closed learning spaces.
6. Increase in positive Sentral entries for all students and a decrease in negative entries regarding behaviour, ICT issues, uniform compliance and attendance
7. Increased staff, student and parent participation in Tell Them from Me Survey and other data collection processes.
8. Increased parent participation in parent friendly workshops.

Overall summary of progress

Please refer to the evaluation below.

Progress towards achieving improvement measures

Process 1: Students

Students will participate in learning experiences to develop their skills in managing their own learning, including their organisational, time management and study skills. Students will also develop their understanding of their responsibilities in managing a safe and respectful environment that is focussed on learning through the principles of PBL, and deepen their understanding of safe and ethical use of ICT.

Evaluation	Funds Expended (Resources)
Student learning was facilitated through a Senior Induction Program, Transition program including general transition and targeted support programs, and Library orientation program.	TPL Funds \$1,000
Collaborative planning sessions were undertaken with parents, students and staff for Independent Learning Plans, Personalised Learning Plans and Transition Plans.	Police School Liaison Support – casual relief for supervising staff \$2,000
The Student Representative Council participated in the development of	Integration funding \$2,000
	Learning and Support Team \$1,000

Progress towards achieving improvement measures

school wide Expectations Matrix as part of the school's PBL initiative.

The students experienced further workshops on cyber safety, digital footprint and digital shadow as part of their Well-being scope and sequence for each grade

RAM Funding for Learning and Support Staff \$30,000

Funding Sources:

- Socio-economic background (\$30000.00)

Process 2: Staff

Staff will evaluate and revise existing programs and processes to consistently manage and support whole school initiatives and embed NESA requirements to ensure continuous improvement in evidence based instruction.

Staff will engage in professional learning by modelling and sharing and investigating a range of focussed strategies through their leadership in school teams and evidence based learning projects aligned to the school initiatives.

Evaluation	Funds Expended (Resources)
<p>Programming and assessment policies and practices were refined to reflect new NESA requirements with the Stronger HSC and new curriculum roll out.</p> <p>N Determination processes were revisited and revised to deepen staff understanding of this process.</p> <p>A greater focus was placed on Unsatisfactory Progress in Learning to increase student engagement in learning and assessment.</p> <p>Staff capacity was extended in the ability to showcase and utilise ALARM, Learning Intentions and Success Criteria, Office 365 and PBL.</p> <p>Staff experienced differentiated learning experiences by participating in whole school teams and initiatives.</p>	<p>TPL ALARM Budget \$1500</p> <p>Teams Meetings – \$1000</p>

Process 3: Leaders

School leaders will provide instructional leadership, promote evidence-based best practice, review strategies that engage and support all students, lead the implementation of effective classroom management, promote student responsibility for learning and assist staff to broaden a range of strategies to support and manage students.

Evaluation	Funds Expended (Resources)
<p>Instructional leadership was evident in the continued creation of default platforms within the school, inclusive of ALARM, PBL and Microsoft Teams. Evidence of best practice was showcased in these areas.</p> <p>The HSC RAP and NAPLAN analysis data and access to double marking practices in a number of CAPA and practical subjects enhance the staff understanding of student performance.</p> <p>The Learning Intention and Success Criteria and Feedback projects and workshops on Growth Mindset strengthened engagement strategies to support all students.</p> <p>Induction Program and mentoring for new and beginning teachers supported effective classroom management.</p>	<p>TPL Budget \$4000</p> <p>Leadership Development Initiative Funding \$2000</p> <p>Principal's TPL Budget \$3,000</p>

Next Steps

In 2020 we will:

1. Investigate and plan a transition program from Stage 4 into Stage 5.
2. Finalise school wide expectations through the PBL initiative.
3. Embed growth coaching processes in PDP conversations with all staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>RAM Aboriginal Flexible funding of \$67,286</p> <p>Employment of an Aboriginal classroom SLSo for Stage 4 & 5 and a 0.2 teacher to assist Stage 6 students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$67 286.00) 	<p>Ongoing support for Stages 4, 5 and 6 Aboriginal students with in-class support, Homework Centre support and mentoring.</p> <p>Student NAPLAN performance inline with all students.</p> <p>Attendance rates well above ATSI students average across NSW.</p>
Low level adjustment for disability	<p>RAM Low Adjustment for disability funds of \$270,506 covered the cost of 1.5 permanent LaST positions as part of the teaching entitlement plus 2 additional temporary Learning and Support Officers (LaSTs).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$270 506.00) 	<p>The provision of 3.5 LaSTs positions into the school has enabled considerable scope to support students both within and beyond the classroom in the areas of Literacy and Numeracy and general classroom engagement and access to the curriculum.</p>
Socio-economic background	<p>RAM Socio-economic Background funding of \$269,662 enabled the employment of 3 additional Student Learning Support Officers (SLSOs) to assist the LaSTs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$269 662.00) 	<p>Provision of additional student classroom support for targeted students. Enhancement of whole school Literacy and Numeracy resources to support lesson delivery and curriculum access.</p> <p>Consolidation of ALARM (A Learning and Response Matrix) across all KLAs.</p>
Support for beginning teachers	<p>Beginning teachers funding of \$42, 390 was provided for three staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$42 390.00) 	<p>Provision of reduced timetable allocation to ensure resource development and preparation time as per NESA requirements.</p> <p>Allocation of a teacher mentor for guidance and support.</p> <p>Specific TPL aligned to school context and teacher needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	403	408	402	429
Girls	662	670	680	709

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.4	93.7	90.9	90.9
8	91.5	90.4	89.7	87.7
9	91.7	90.4	85.1	86.2
10	89	87.8	87.4	84.8
11	88.9	86.8	84.8	86.4
12	87.3	89.5	83.7	87.5
All Years	90.4	89.9	87.3	87.3
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

Student attendance average has remained the same as in 2018. What is pleasing to note is an increase in years 9, 11 and 12 from the previous year. This may be attributed to a number of both positive and negative variables. There is a definite increase in the number of students who experience anxiety and thus have spasmodic attendance or avoid school altogether. There is a state wide trend of declining attendance in all year groups over the past 4 years. On a positive note we have many auditions students who access CAPA opportunities beyond the school. This impacts their attendance at school, but supplements, enriches and grows their performance in specialist areas. On many occasions large numbers of our CAPA students are representing the school outside school hours, if we were able to count these hours in addition to their normal school hours they attend the school would be well above state average..

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	2	7.4	10
Employment	10	12	45
TAFE entry	1	3	8
University Entry	0	0	30
Other	1	1	2.3
Unknown	2	1.2	4.3

In 2019, almost the same number of students chose university as a post-school option than in the previous year. This year a total of 39 university offers were made to 27 students, compared to the 43 offers made to 29 students in 2018. The majority of these students received offers at Western Sydney University, followed by Macquarie University and the Australian Catholic University. Students also received offers from Charles Sturt University, University of Sydney, University of Technology (Sydney), University of New South Wales, University of Newcastle and University of Wollongong. Of the 39 university offers made, 6 offers were made to students for a diploma/foundational study pathway.

The industry areas that had generated the most interest for future employment through tertiary education were Science (including biomedical science, education (including primary and secondary teaching), and health (including sports and exercise sciences, psychological sciences and occupational therapy). Other areas of interest include environment, law and agriculture.

The industry areas that generated the most interest for future employment through vocational education and training were construction trades, nursing, music performance and hospitality.

There were 2 students who undertook a school-based apprenticeship or traineeship. These students will continue their apprenticeship or traineeship in 2020. These industries included retail and plumbing.

Year 12 students undertaking vocational or trade training

Vocational Education and Training courses remained a popular option with this cohort as in previous years. This is consistent with an upward trend for students accessing a diverse range of vocational pathways as part of their senior study. The following indicates the breakdown across all areas which were successfully completed:

Architecture and Building (Construction) – 3

Creative Arts (Entertainment) – 20

Information and Communications Technology (Information & Digital Technology) – 14

Food, Hospitality & Personal Services (Hospitality) – 5

Retail Services (Retail Services) – 1

Health (Human Services) – 2

Career Programs

Work Experience is offered as a one-week block to all Year 10 students. This year, Work Readiness lessons were delivered to the Year 10 cohort in preparation for work experience. Students received an information package to take home to their parents. We had 77 students participate in the program in 2019.

Vocational, Education and Training (VET) course and School-Based Apprenticeship and Traineeship (SBAT) is optional for students in Year 11 & 12 and forms part of their HSC pattern of study. These courses support the vocational training aspirations of senior students whilst maintaining their links to the school community. TVET and SBAT programs promotes the retention of Year 10 students, who might otherwise choose full-time training due to limited knowledge of other pathways. We had 45 students undertake a VET course and/or SBAT as part of their senior study pattern.

The Careers Market is an opportunity for students in Year 10 to gather information and resources from a range of tertiary providers. Students have an opportunity to network with employers, jobseeker organisations and registered training organisations.

Tertiary outreach programs include Western Sydney University's Fast Forward Program and TAFE Yes Program. The purpose of these programs is to generate awareness of pathways into university and TAFE courses.

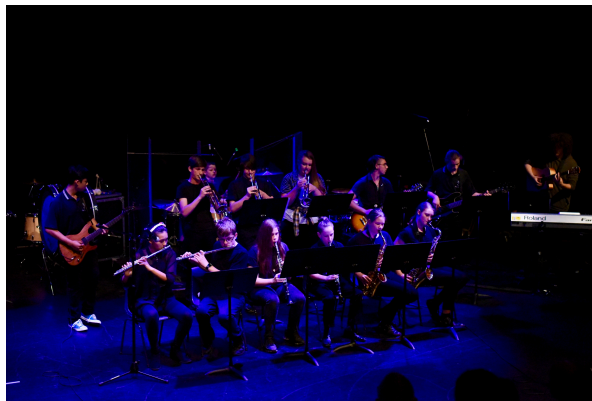
Transition programs such as White Card Training, Health Inspirations with Nepean Hospital. Students benefit from these targeted programs as it empowers them to plan effectively for their future and develop skills to gain employment.

Year 12 students undertaking vocational or trade training

36.55% of Year 12 students at Nepean Creative and Performing Arts High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.9% of all Year 12 students at Nepean Creative and Performing Arts High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	62.7
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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



Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	616,014
Revenue	13,773,732
Appropriation	12,812,849
Sale of Goods and Services	349,687
Grants and contributions	600,512
Investment income	5,226
Other revenue	5,459
Expenses	-13,606,833
Employee related	-11,953,622
Operating expenses	-1,653,210
Surplus / deficit for the year	166,900

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



Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,337,686
Equity Total	639,469
Equity - Aboriginal	67,286
Equity - Socio-economic	269,662
Equity - Language	32,016
Equity - Disability	270,506
Base Total	9,869,859
Base - Per Capita	265,024
Base - Location	0
Base - Other	9,604,836
Other Total	547,631
Grand Total	12,394,645

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.

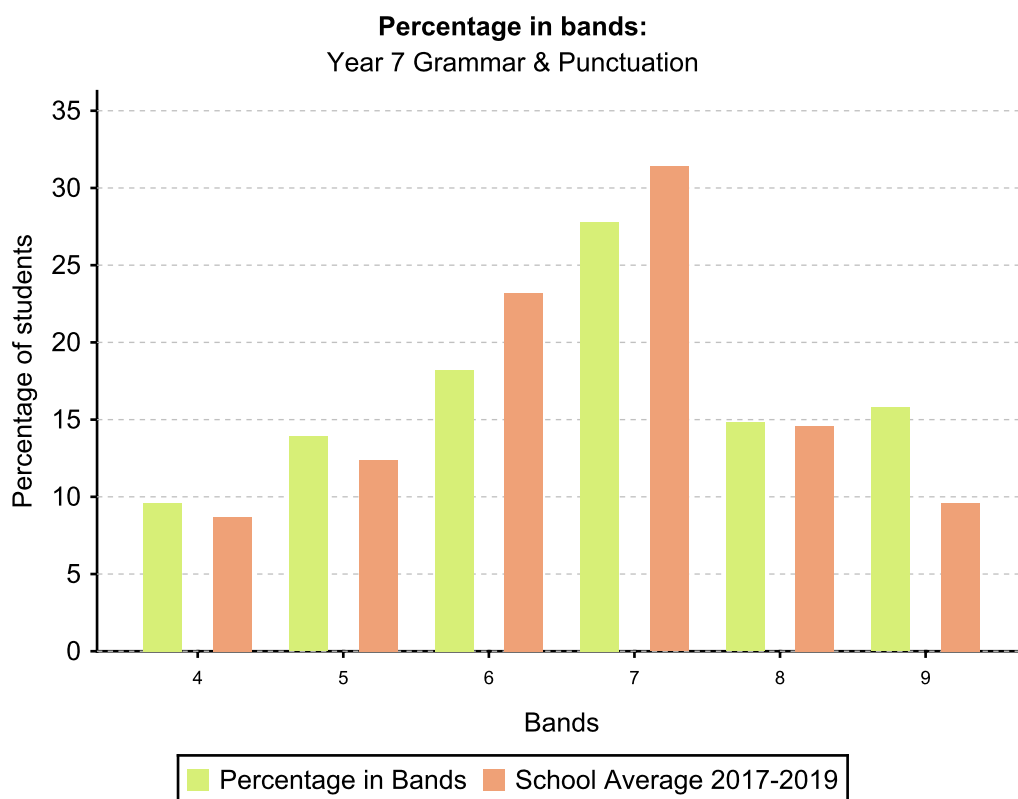


School performance - NAPLAN

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.

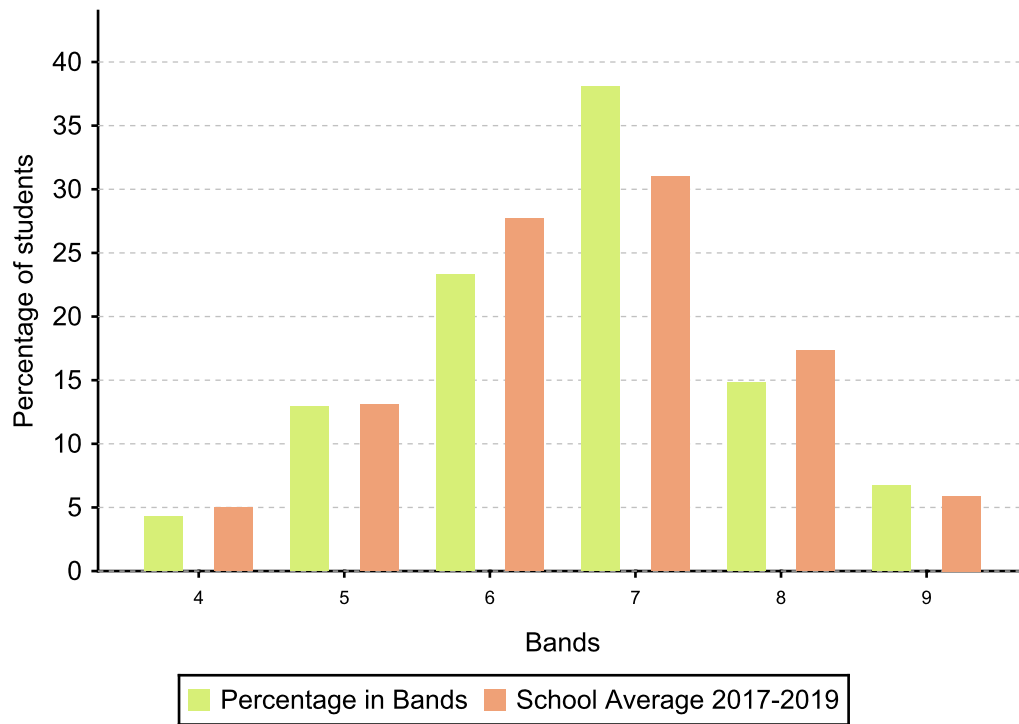
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



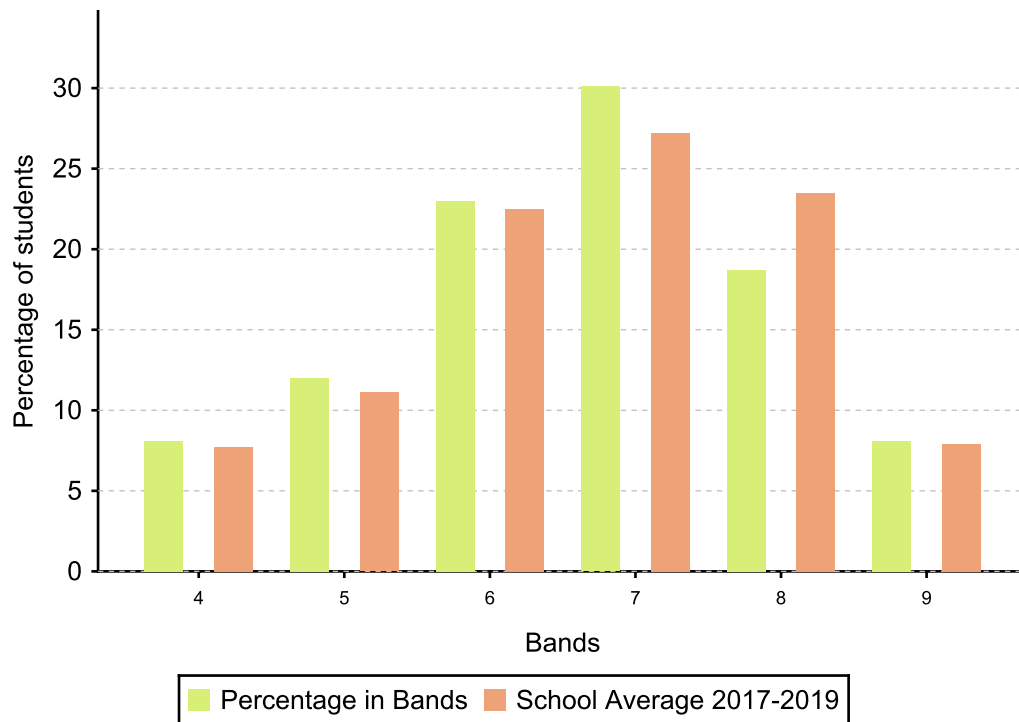
Band	4	5	6	7	8	9
Percentage of students	9.6	13.9	18.2	27.8	14.8	15.8
School avg 2017-2019	8.7	12.4	23.2	31.4	14.6	9.6

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	4.3	12.9	23.3	38.1	14.8	6.7
School avg 2017-2019	5	13.1	27.7	31	17.3	5.9

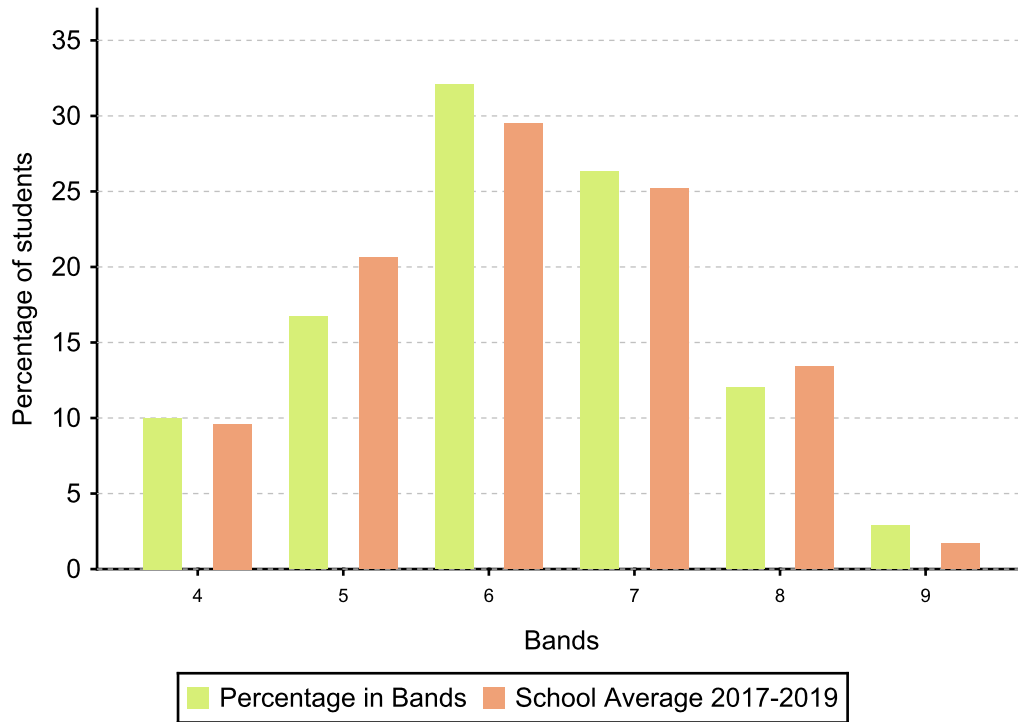
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	8.1	12.0	23.0	30.1	18.7	8.1
School avg 2017-2019	7.7	11.1	22.5	27.2	23.5	7.9

Percentage in bands:

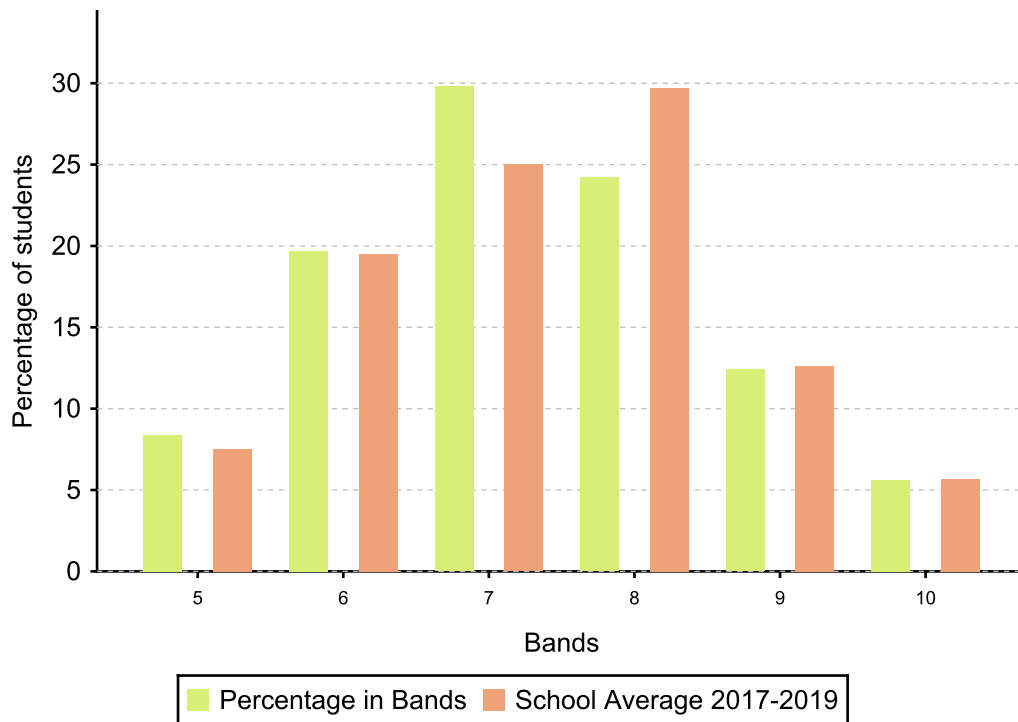
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	10.0	16.7	32.1	26.3	12.0	2.9
School avg 2017-2019	9.6	20.6	29.5	25.2	13.4	1.7

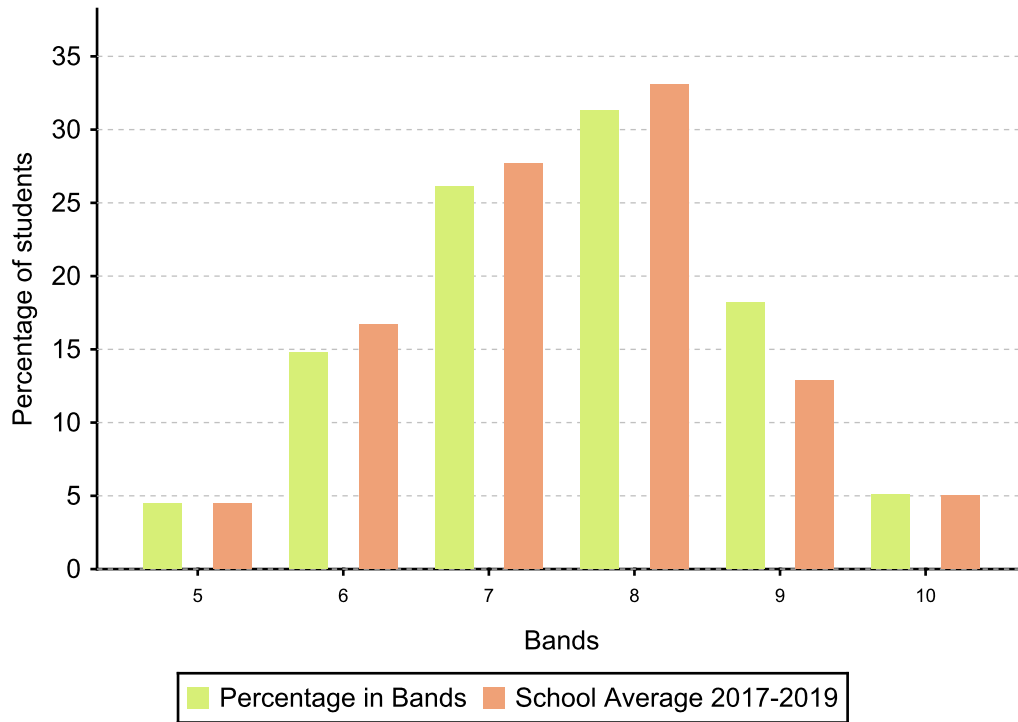
Percentage in bands:

Year 9 Grammar & Punctuation



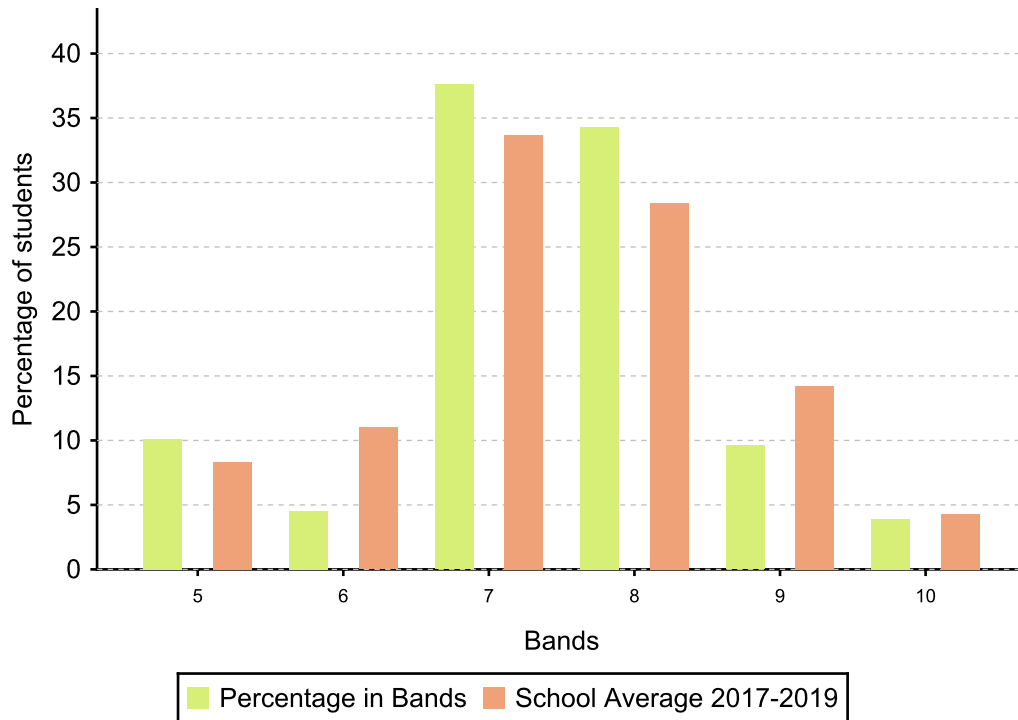
Band	5	6	7	8	9	10
Percentage of students	8.4	19.7	29.8	24.2	12.4	5.6
School avg 2017-2019	7.5	19.5	25	29.7	12.6	5.7

Percentage in bands:
Year 9 Reading



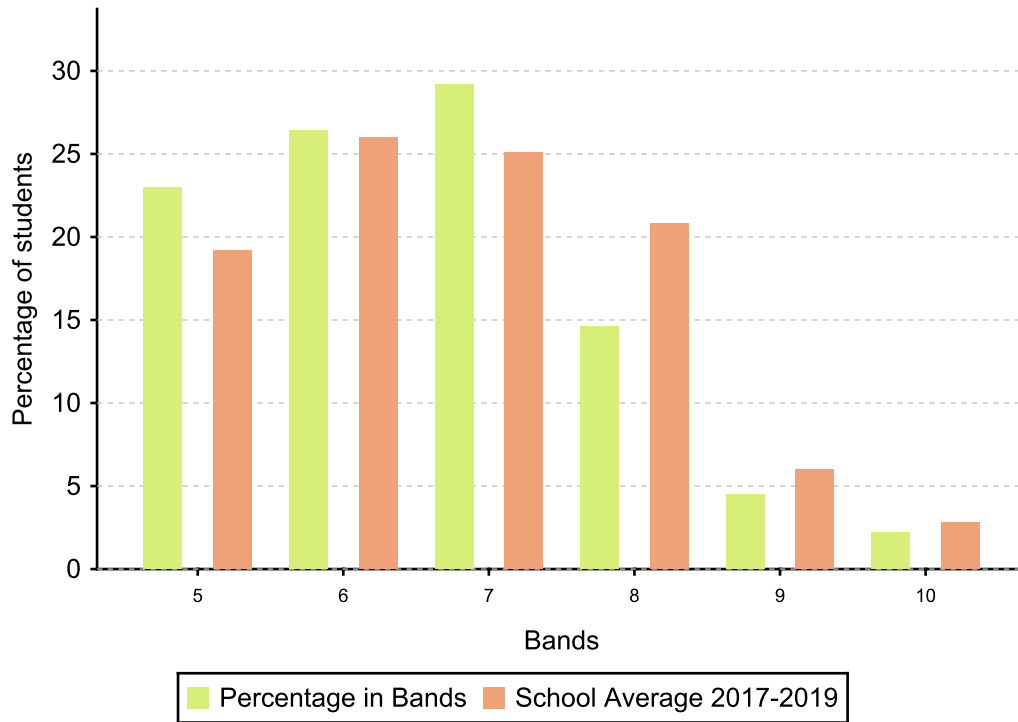
Band	5	6	7	8	9	10
Percentage of students	4.5	14.8	26.1	31.3	18.2	5.1
School avg 2017-2019	4.5	16.7	27.7	33.1	12.9	5

Percentage in bands:
Year 9 Spelling



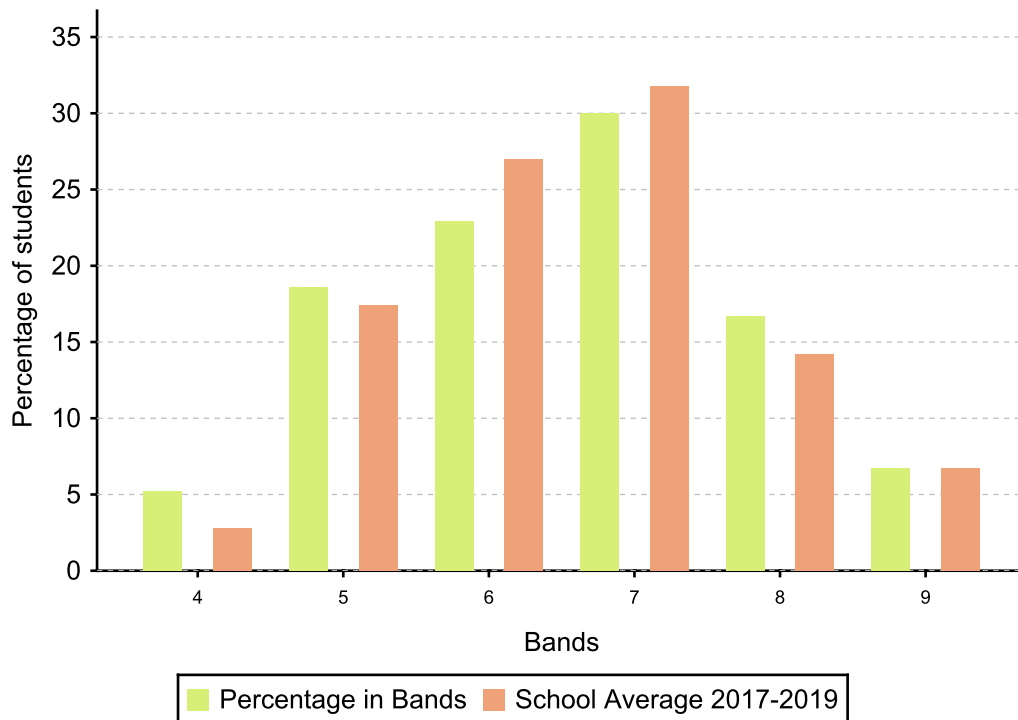
Band	5	6	7	8	9	10
Percentage of students	10.1	4.5	37.6	34.3	9.6	3.9
School avg 2017-2019	8.3	11	33.7	28.4	14.2	4.3

Percentage in bands:
Year 9 Writing

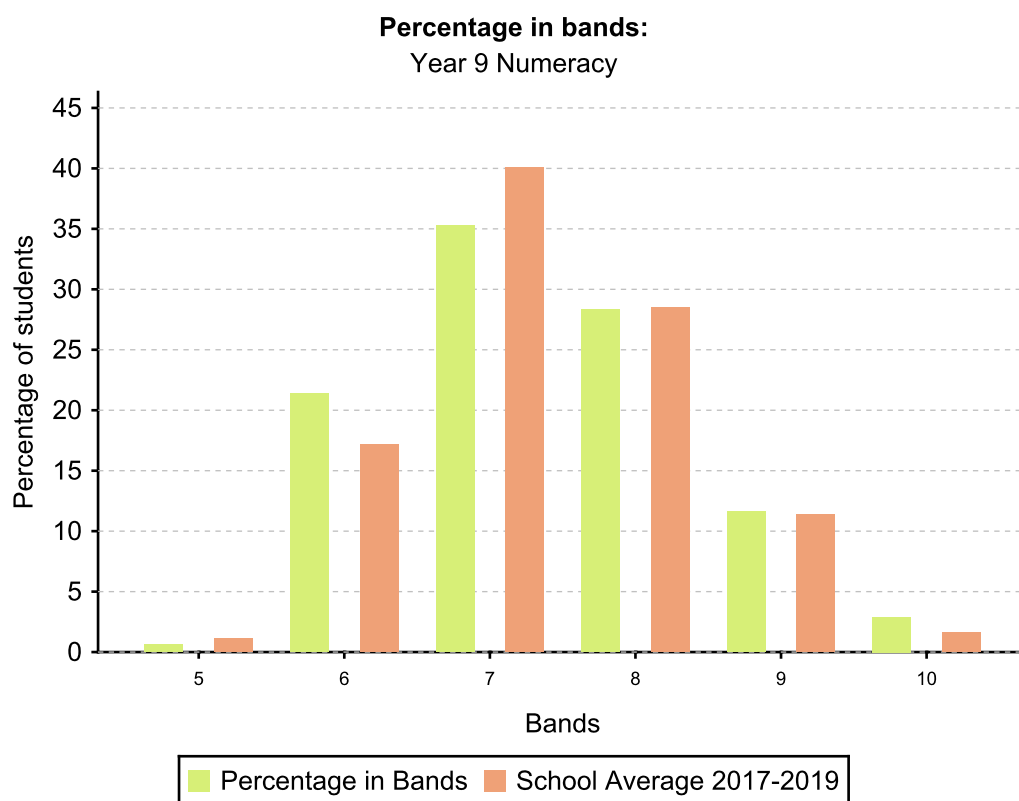


Band	5	6	7	8	9	10
Percentage of students	23.0	26.4	29.2	14.6	4.5	2.2
School avg 2017-2019	19.2	26	25.1	20.8	6	2.8

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	5.2	18.6	22.9	30.0	16.7	6.7
School avg 2017-2019	2.8	17.4	27	31.8	14.2	6.7



Band	5	6	7	8	9	10
Percentage of students	0.6	21.4	35.3	28.3	11.6	2.9
School avg 2017-2019	1.1	17.2	40.1	28.5	11.4	1.6

NAPLAN

NAPLAN was undertaken as a paper and pen test at NCAPAHS this year.

Year 9

ASR 2018 identified the targets for NAPLAN 2019 as an *"Increased percentage of Year 9 students performing at Band 8"*.

Data

Numeracy– overall **increase in students scoring in the top three bands**. A slight increase in band 10s (from 2% to 3%), stable in band 9, increase in band 8 from 27% to 29%. Not so good news was the decrease in Band 7 and increase in band 6.

Reading– increase in Band 9, slight decrease in Band 8

Writing– **Decrease in students scoring in the top three bands**. A significant fall in band 8 (24% to 14%) increase in band 7, 30% of students in this band, increased number of students in bands 5, 6.

Grammar & punctuation– **slight increase in band 10 (from 5% to 6%) stable in band 9**, decrease in Band 8, 36% down to 24%) and increase in Band 7 (from 23% to 30%)

Spelling– **increase in students scoring in bands 7 & 8**, decrease in bottom 2 bands. Not so good news was the decrease in Band 9 from 18% in 2018 to 10% in 2019.

Areas of growth

Numeracy – met the target of increased percentage of Year 9 students performing at Band 8, also saw increases in Bands 9 & 10

Areas to address

Writing– decrease in students scoring in the top three bands. Specific areas to address are cohesion and structure at whole text and sentence level. We are addressing these aspects in the year 8 literacy program.

Year 7

Target for 2019– *Increased percentage of Year 7 students performing at Band 7*

Data

Numeracy– increase in the top 2 bands, stable in Band 7

Reading– increase in Band 7, 33% to 39%. Also an increase in Band 9

Writing– increase in Band 7, 24% to 27%. Slight decrease in Band 8 but mainly stable in top 2 bands (slight increase in Band 9)

Grammar & punctuation– same in Band 7 but a significant increase in Bands 9, from 6% to 16%

Spelling– increase in Band 7s, most fell Band 8 and a few increased from band 6. Increase in Band 9

Areas of Growth

Grammar & punctuation– same in Band 7 but a significant increase in Bands 9, from 6% to 16%

Numeracy– increase in the top 2 bands, stable in Band 7

Areas to address

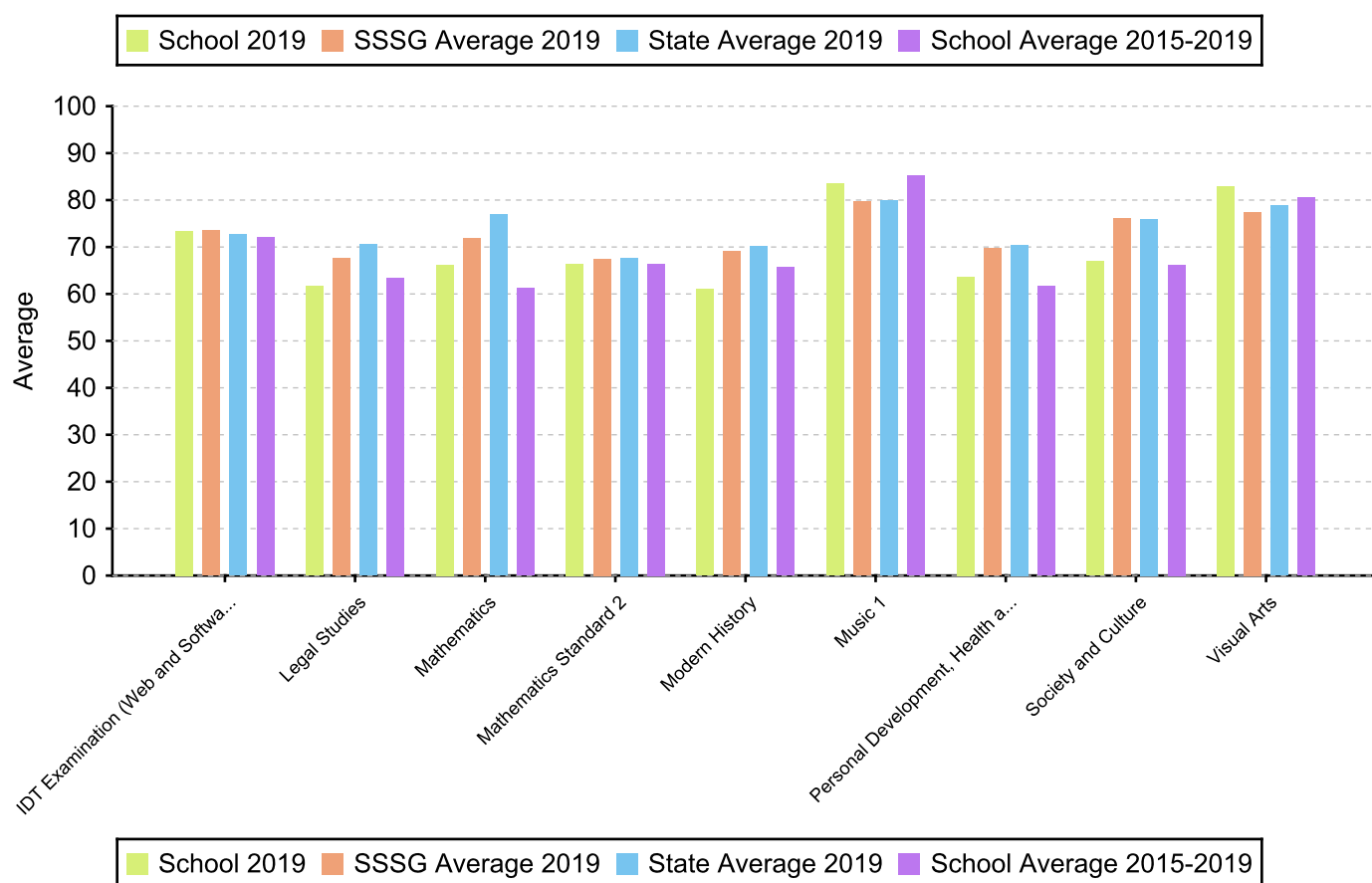
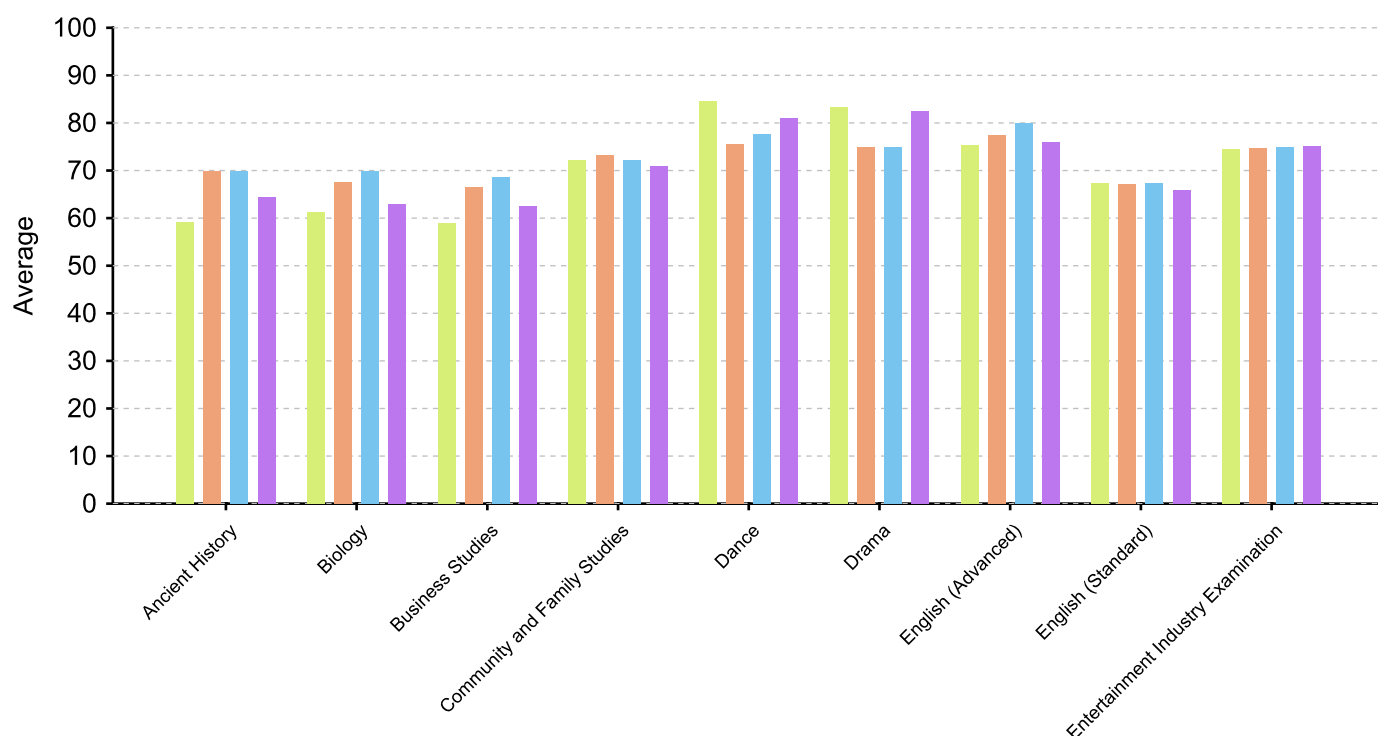
Overall spelling looks ok but the drop in band 8s indicates the need for a continued focus on vocabulary development and spelling.



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	59.2	69.8	69.9	64.5
Biology	61.2	67.6	69.9	62.9
Business Studies	58.9	66.6	68.6	62.6
Community and Family Studies	72.2	73.3	72.2	70.9
Dance	84.5	75.5	77.6	81.0
Drama	83.3	75.0	75.0	82.5
English (Advanced)	75.3	77.4	80.0	76.0
English (Standard)	67.4	67.2	67.3	66.0
Entertainment Industry Examination	74.5	74.6	74.9	75.2
IDT Examination (Web and Software Applications)	73.4	73.5	72.7	72.0
Legal Studies	61.6	67.6	70.6	63.5
Mathematics	66.2	71.9	76.9	61.3
Mathematics Standard 2	66.4	67.5	67.7	66.4
Modern History	61.0	69.1	70.2	65.7
Music 1	83.5	79.7	79.9	85.2
Personal Development, Health and Physical Education	63.7	69.8	70.5	61.6
Society and Culture	67.0	76.1	75.9	66.2
Visual Arts	83.0	77.4	78.8	80.5

HSC Results 2019

English

This year has been a positive one in relation especially to our extension 2 results. We were able to again, achieve a result in the top band for this challenging subject.

In regard to Standard English, it was pleasing to note that the school result for 2019 was above all other averages across the state, our school's local school group and was 1.4% above the school average for the years 2015–19. Advanced English was slightly less than average, sitting 0.7 below our previous school's averages for 2015–19. However, with the introduction of a new syllabus, it was expected that there might be some fluctuations here.

The trends are generally indicating that we are maintaining and slightly building on results and this is pleasing, in particular, as we were facing a new syllabus and did not have samples and other support materials to work from. It indicates that our programming is on track to meet syllabus requirements for our students.

We have committed to improving our creative writing component, and this was the most outstanding result, being above state average. This has been achieved through considered programming choices and the effectiveness of our assessments in year 11 and 12 in building skills for this element of the HSC examinations. We would seek to continue this in 2020 and refine programming for the unit on Close study as we move to improve results in other areas. We have also targeted lower end skills sets to lift the bottom bands, which we also achieved.

Whenever a new syllabus is introduced, there can be a teething process. We have been able to mitigate this via good engagement of all teachers with the programming and newer ways of providing feedback. There has been a lack of time and resources to implement the syllabus, but we have worked to ensure that we were ready to take our students through it successfully as shown by the results tables.

Mathematics

The Mathematics faculty were pleased with the overall achievements of our 2019 HSC students.

Mathematics Advanced students scored better than the average over the past 4 years. The majority of this small group of students scored in the bands 3, 4 and 5. This was slightly below the state average. Mathematics Standard 2 students performed well and achieved strong results, with one student scoring a Band 6. The overall results for this cohort was very close to the state average. Our students who completed the Mathematics Standard 1 course achieved Band 4 (School 60%, State 27%) and Band 3 (School 40%, State 19%). The Mathematics Extension student achieved an E2. No students received a band 1 in any of the Mathematics courses.

The Mathematics Standard courses were examined in the HSC for the first time in 2019. If we compare it to the General course, then the results continue to make sound progress. Fewer students are scoring in bands 1 and 2 and there has been an increase in the percentage of students scoring in bands 3, 4, 5 and 6. Mathematics Advanced has experienced an overall improvement over the last 4 years.

Students are encouraged to maintain high attendance in class and there was a high correlation between attendance in class and high achievement. Coursework was closely monitored by teachers and regular revision was encouraged through non-assessable assignment submission. Detailed feedback was a key strategy used to assist students identify areas where they could improve. Students were offered an optional practice trial HSC examination where they could experience sitting a 2.5 hour (Mathematics Standard) and 3 hour (Mathematics Advanced) prior to the trial HSC examination block. The feedback from the students who participated in this initiative was positive. The Mathematics faculty developed assignment style assessment tasks which was designed to reduce the anxiety that some students experience around examination style tasks.

Attendance in lessons became problematic for some students who were involved in courses where they were required to complete work placement or other external activities. These students were provided the coursework that they missed via Microsoft TEAMS. Some students found this difficult to manage despite the assistance offered. Our timetabled early lessons were also a challenge for some students to attend. Mental health and anxiety continue to be a challenge for some students and teachers work with these students to support them.

Science

Investigating Science students performed above the state average, with bands 4 and 5 being above the state average and the cohort demonstrating a narrow range of marks. Chemistry students performed close to the state average and also had a narrow range of marks between students. Biology, Agriculture and Earth and Environmental Science both performed close to the state average and Physics had the widest diversion from the state average. Science Extension, another newly developed NESA course, indicated that the average marks were below the state average, however given the small cohort (3 students) this was influenced by a single result.

The overall trend data between 2015 and 2019 indicates that across most Science subjects, the school is maintaining similar results to previous years, and any decline is in accordance with a similar decline across the state averages. Some exceptions are Science Extension and Investigating Science, as they are newly developed NESA subjects and consequently do not have previous data to compare to. Some notable data includes an increase in band 5 results in Chemistry (by 15%) and an unfortunate decline in average results in physics between 2018 and 2019, however the overall average for 2019 is similar to that of 2015–2016. Agriculture demonstrated a clear improvement since 2015, where usually scoring a majority of band 2 and 3 results., there was a shift upwards to more band 4 and 5 results.

It was identified that students in both Earth and Environmental Science and Biology students had difficulties with functional literacy at a stage 6 level and an inability to comprehend material containing subject specific metalanguage. In order to address this, science literacy was a focus and built into both formal and informal assessment. Students with difficulties in keeping up with day to day classwork due to performing arts commitments, were supplied with a steady stream of activities via Teams, One Note and other forms of electronic delivery. Teachers were encouraged to become proficient in monitoring students with such commitments and to further diversify work to suit the needs of performing arts students. Experimental work in both Physics and Chemistry that enhance students engagement, were increased two-fold and were also embedded in the mandatory depth studies required by NESA for these course.

There were significant faculty changes in 2019, with a majority of the faculty being new to the school, and in some cases, new to the profession of teaching. This meant many staff having to quickly adapt the school's cultural context and student routines, particularly those involving the students' unique performing arts requirements. In addition, there was the introduction and delivery of 6 newly developed NESA Science courses, with no extra time being devoted in the school day to develop these. In the case of two of these courses, the subjects were brand new, never taught in the state before, and as a consequence had few resources or information to draw from. Nonetheless, these experiences have been informative and the staff look forward to meeting all the academic challenges we are presented with in a dynamic school with diverse needs.

Human Society and Its Environment

2019 saw a significant shift in results in comparison to previous years' results. Some subjects had a significant increase

to band 1 achievement, whilst others showed significant decreases in band 1 achievement. There certainly is a common result in a shift through reduction in band 4 achievement and an increase in band 3 achievement. Our results in 2019 are vastly different to previous cohorts. Some issues in student motivation, engagement and staffing pressures attributed to these results.

Ancient History, 17 students, saw a decrease in bands and were –14 below state average. 2019 saw 17% of students access band 4 and 52% of students achieving bands 1 and 2. This is a significant decrease in results from 2018, where 42% of students achieving band 5 and 52% of students accessed bands 4 and 5. Average course mark is significantly lower than in 2018 and lower than previous two years.

Business studies, 21 students, on average were –14 below state average. 2019 saw an increase in students achieving a band 1 and 4 results. Students moved towards band 4 in some instances, however, there was a significant increase in band 1 results. Average course mark saw a five point reduction from 2017 and 2018.

Geography, 7 students, saw a decrease in bands and were –17 below state average. 2019 saw significant increases in students achieving bands 1 – 3 and a significant decrease in students achieving a band 4. Average course mark data indicates an eight point reduction.

Legal Studies, 18 students, saw a decrease in bands and were –13 below state average. 2019 saw a significant reduction in students achieving bands 1 and 2 and a significant increase to band 3 achievement. Although band 4 achievement was not as strong, there was an increase in students achieving band 5. Average course mark data shows a one point increase on 2018 and also a five point reduction on 2017.

Modern History, 11 students, saw a decrease in bands and were –12 below state average. 2019 saw a significant decrease to band 1 results and an increased number of students achieving band 2. A significant reduction to band 4 achievement has showed a very significant rise to students achieving band 3 results. A small increase was achieved in band 5 results. Average course mark data indicates a significant eleven point drop on 2017 data and a four point drop on 2018 data.

Society and Culture, 28 students, saw a decrease in bands and were –10 below state average. Although stronger results than other subjects in HSIE, 2019 saw Society and Culture follow a very similar trend. Decreases in band 1 achievement, significant increases to bands 2 and 3 levels of achievement. Decreases were seen in band four achievement, with a small increase to band 5. Average course mark data indicates that Society and Culture results have maintained a consistent gap between both comparative school and state average since 2015.

Moving forward in 2020, subject coordinators are reviewing programs and making adjustments, writing completely new programs, adjusting or writing new assessment tasks closely aligned to learning outcomes, providing student with new case studies where appropriate. Subjects are also being backward mapped to explicitly teach stage 4 and 5 specific skills for their senior years in HSIE subjects.

Personal Development, Health and Physical Education

Our 2019 senior cohorts saw an increase in band achievements.

PDHPE– 45 candidates – in which we are steadily increasing the move from lower bands. As a faculty, we have evaluated our assessment tasks and also our classroom teaching. All students are involved in accessing TEAMS, which allows for resources and discussion to be a fantastic platform. We have been utilizing a flipped classroom approach– where student focus is on continual practice at responding to questions and applying the content. PDHPE content in stage 6 is currently under curriculum review, as the volume of the syllabus is being questioned across the state. The number of students in the state achieving a Band 6 is less than most other subjects. However, as a faculty know there is room for improvement and thus will be focused on moving band 3 students up a level and this will be the focus of 2020.

In Community and Family Studies (CAFS), 65% of our cohort (35 candidates) achieved band 4 or 5 and this is reflective of the resources available and links to real life world. This was an increase of 10% from the previous year. Students focused on using a flipped syllabus to break down content and be able to apply this to answering HSC questions.

Our junior elective class have continued to prove popular, in Stage 4 we have 2 Outdoor Recreation and 2 Sports Action. In Stage 5, we run a successful Talented Sports Program (TSP) 27, and have a total of 88 students studying Physical Activity and Sports Studies (PASS)

Visual Arts

Out of the 19 students that studied Visual Arts 16 of these candidates achieved their highest level of academic success in the Visual Arts course, achieving their highest band. All of the students in the Visual Arts course received a Band 6, Band 5 or Band 4. 13 out of the 19 students received a Band 5 and above with 2 students receiving a Band 6. Student's

results were strongest in the practical component of the course with BOW mean judgements 9% above state average. The average mark of the Visual Arts candidature was 83, state average was 78.8 and the School Average for 2015–2019 was 80.5. The written examination is an area of emphasis as performance levels in Section 1 was –2.64% and Section 2 –5.6% below State Average. Overall, this has been a very successful year for Visual Arts students with a significant value added results being achieved.

PERFORMING ARTS ANNUAL SCHOOL REPORT: HSC ANALYSIS 2019

Circus skills

Stage 6 2 Unit Circus Skills is a NESA Endorsed Course that began running at Nepean CAPA High School with the Preliminary Course in 2018. The course is continuing to grow in numbers with 3 students in the Preliminary Course in 2019 and 2 students completing their HSC in 2020.

2019 saw the first 2 Unit Circus Skills class at Nepean CAPA High School graduate with exceptional results. 2 students undertook the course receiving a mark of 84 and 92 respectively.

Dance

Dance has continued to grow in numbers at the school and there is a consistent trend, within this growth of class sizes in moving students from the lower bands into the higher bands.

In 2019 Dance had 2 Band 6 results and 9 Band 5 results which demonstrates movement from Band 3 and 4 into Bands 5 and 6.

From 2018 through to 2019 Dance has continued to maintain the development of students into the higher bands with more students moving out of Band 5 into Band 6.

Dance has risen above the State Mean by 0.54 in 2019 which is an increase from 2018 results.

Dance is above the State Average in all aspects undertaken by students in the 2019 cohort.

In 2019 Dance received 10 nominations across 6 students outlined below.

Core Performance

Ebony–Claire Brock: Core Performance

Constance Bunting: Core Performance

Pedro Donoso: Core Performance

Hannah Forsyth: Core Performance

Core Composition

Pedro Donoso: Core Composition

Constance Bunting: Core Composition

Major Study

Constance Bunting: Major Study Performance

Georgia Zeaiter: Major Study Performance

Pedro Donoso: Major Study Composition

Hannah Forsyth: Major Study Technology Film & Video

Drama

Drama has continued to grow in numbers and demonstrates a consistent and steady movement towards the higher bands.

In 2019 HSC Drama received 3 Band 6 results, 5 Band 5 results and 7 Band 4 demonstrating a move from lower Bands up into the higher Bands.

The trend of moving more students up through the Bands has continued from 2018 through to 2019 with movement out of Band 4 into Band 5.

Drama is again above the State Mean; a continuing trend from 2018 through to 2019.

Drama is below the State Average in Question 1 and 2; however, above the State Average in Individual Performance and Group Performance.

In 2019 Drama received 10 nominations across 10 students outlined below.

Individual Performance Nominations

Chene Bandong: Accidental Death of an Anarchist

Trinity Kitching: Martha

Group Performance Nominations

Chene Bandong: (10 cents!)

Ebony–Claire Brock: (10 cents!)

Joseph Bugeja: PVCTG (Bang!)

Jonathan Fishlock: (10 cents!)

Hannah Forsyth: (10 cents!)

Trinity Kitching: PVCTG (Bang!)

Alexis Lomigo: PVCTG (Bang!)

Molly Lynette Peek: PVCTG (Bang!)

Ruby Skippen: (10 cents!)

Natasha Webb: PVCTG (Bang!)

Music 1

Music classes in 2019 are incorporating both auditioned and mainstream students within the same course. Music 1 received 3 Band 6 results, 13 Band 5 results and 4 Band 4 results in the 2019 HSC.

Music has maintained the consistent increase of students achieving in higher bands with no students below a Band 4 result in 2019; however, less students achieved Band 6 in 2019 than in 2018.

The trend of being above the State Mean has continued with 2019 data showing the cohort to be .16 above the State Mean.

Music 1 is below the State Average in the Aural Skills; however, above State Average in the Performance Core, Performance, Composition and Musicology and Electives.

Music 2

Music 2 was a small class this year of only 1 student. Music 2 received 1 Band 5 in the 2019 HSC.

This is consistent with results across Music 2 over the past few years

Music 2 has risen above State Mean in 2019 which is a significant increase from 2017.

Music 2 was above State Average in the Core Performance and Musicology Paper and below State Average in the Sight-singing and Core Composition.

Music EXTENSION

Music Extension class comprised of 1 student in 2019. The students' major was Composition.

Music Extension received an E4 in the 2019 HSC.

There is consistency in the results in Music Extension between 2017 and 2019.

Music Extension was well above State Average in Composition Elective 1 whilst below State Average in Composition Elective 2

ENTERTAINMENT INDUSTRY EXAMINATION

VET Entertainment Industry as a subject has continued to grow in number which has affected the balance of results in bands.

The VET Entertainment Industry Examination received 1 Band 6 result, 6 Band 5 results, 8 Band 4 results, 4 Band 3 results and 2 Band 2 results.

VET Entertainment Examination has demonstrated an increase in Band 6 results from 2017 to 2019. Band 4 and Band 2 results also demonstrated an increase while there was a decrease in Band 5 and 3 results from 2018 to 2019.

The VET Entertainment Industry Examination results were only slightly below the State Average in 2019.

ADDENDUM to PERFORMING ARTS : HSC ANALYSIS 2019

All assessments from Preliminary to HSC are double marked. During the Trial HSC students are panel marked by external teachers to the school, all of whom have previous HSC marking experience. Students are all given the opportunity to perform and present their works to a live audience at an HSC Performance Evening prior to the examinations.

Students have consistent and wide-ranging feedback from many teachers both internal and external throughout their HSC preparation. Students often undertake workshops to support the development of their program in the HSC. Workshops are taken by Industry Professionals and teaching staff external to the school.

Theoretical learning is integrated with practical lessons and students attend HSC study days and perform regularly at school functions. All assessments are videoed, and students have access to this material to further develop their performances. Feedback is given verbally as well as in written form after an assessment. Students regularly present in class for progress feedback and are filmed for their own self-evaluation of performance.



Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction 2019

A framework for assessing Student Engagement, the "Tell Them From Me Survey" includes ten measures of student engagement, categorised as social, institutional and intellectual engagement. The survey was undertaken by 55% of the student population and a small selection of parents.

Survey results at the end of the year showed that 78% of students felt positive about their relationships with friends they can trust at school. This indicator increased 3% from the mid year survey, a positive trend that can be attributed to the wide variety of wellbeing programs implemented in 2019 targeting social and emotional health, such as the Real Girls program for Year 8 girls and Checkmate for Year 8 boys. 84% of students felt their behaviour at school was positive and appropriate and bullying behaviour showed a 5% decrease during the year. Initiatives in 2019 that have had a positive impact on improving student relationships and behaviour include the introduction of a 3rd Deputy Principal, building further strong links with supportive community organisations, the development and consistent implementation of the school's Digital Devices policy and a proactive approach by a committed Wellbeing Team.

The majority of students feel they have someone at school and at home who consistently provides encouragement and can be turned to for advice. Scores were above the state mean for positive teacher–student relationships and our students feel that teachers are responsive to their needs and listen to them in decision making. However, some students indicated they experience low levels of motivation and effort for learning. To address this, a great deal of structured and targeted professional learning has been implemented for teachers in 2019 on ALARM to improve writing skills, Office 365 and Teams to enhance learning through technology, the use of Learning Intentions and Success Criteria to make learning goals explicit in each lesson and differentiation strategies to meet individual student needs in the classroom. Supporting our students to find meaning and relevance in their learning remains a priority for our staff.

Student participation in extracurricular activities continues to be above the state average and is evident in the access to exceptional opportunities for talent development in the creative and performing arts at our school. Leveraging this unique aspect of Nepean CAPA HS to promote increased intellectual engagement can be seen as a valuable opportunity to increase student interest and motivation in their learning

SRC 2019 – Annual School Report

In 2019 the Student Representative Council (SRC) actively represented Nepean Creative and Performing Arts High School and the student body. The SRC attended a number of functions, forums and ceremonies, opened up a forum for the student body to express their ideas, opinions and beliefs, raised valuable funds for the school and a variety of charities, and enacted change by coordinating events in accordance with student body suggestions. The events, educational experiences and opportunities that the SRC organised and facilitated in 2019 were as follows:

- Valentine's Day – On 14 February, the SRC brought Valentines Day to the Swimming Carnival with a love themed photo booth. Students were able to get photos taken free of charge throughout the duration of day. The next day at school, the SRC delivered chocolate roses, cards and personal serenades to 130 lucky students.
- Easter – In Term 1, the SRC held an Easter Raffle, gifting three Easter hampers to three lucky students.
- Cross Country Colour Run & BBQ – On 15 March, the SRC collaborated with the PDHPE faculty to organise exciting experiences for students to participate in as part of the school cross country. The SRC cooked a BBQ for lunch and covered students in bright coloured powder for the colour run. Students paid a gold coin donation to take part in the colour run. All proceeds were donated to the school.
- Harmony Day – On 21 March, the students of Nepean CAPA High School were encouraged to wear orange or cultural attire on Harmony Day to celebrate the many cultures that make up our community. Food stalls were set up where students could purchase the different foods of many cultures. Live music was also played by students who performed music from their own background.
- ANCAC Day – On 9 April & 25 April, the SRC were invited to attend two Anzac Ceremony's at Penrith Paceway and Emu Plains Guide Hall. Our school leaders represented our school with pride and dignity at both services and laid two wreaths to pay respects to the Australian soldiers who made the ultimate sacrifice for the freedom that we enjoy today.
- National Day Against Bullying – In Term 2, Nepean took action and said Bullying. No Way! as part of the National Day of Action against Bullying and Violence (NDA). The SRC addressed bullying and strived to create a supportive, inclusive, respectful and safe environment by presenting a speech at the school assembly. The SRC also presented students with pocket sized cards to take home with information, strategies and statistics about bullying prevention.
- Flanny Friday – On 14 June, the SRC hosted a 'Mufti Day' to raise awareness of the drought that is affecting Australian farmers. Students donated a gold coin to dress up in flannel attire.

- **Beanies for Braine Cancer** – On 26 June, the SRC sold 50 Mark Hughes beanies and organised to showcase a video from Mark Hughes addressing and educating our students about brain cancer. Students were encouraged to wear their beanies to school in support of this cause. All funds raised were donated to the Mark Hughes Foundation.
- **Jeans for Genes Day** – On 30 August, the SRC hosted a denim themed cake–stall and students were encouraged to wear jeans to school in exchange for a gold coin donation. This event helped to raise money for research into genetic diseases affecting youth as all funds were donated to the Children's Medical Research Institute.
- **Friendship Day** – On 12 September, the SRC hosted an event to celebrate International Friendship Day. In the days leading up to the event, students were encouraged to write messages on yellow strips of paper on why their friends are important in their lives and those were later used to create a large 'friendship chain' that was hung around the school on the day. The SRC also set up a photo booth on the day.
- **National Teachers Day** – On 25 October, the students of Nepean CAPA High School showed appreciation for their hardworking and dedicated teachers. This included decorating the entrance to each staffroom with colourful banners and kind words from students, chocolate deliveries to each teacher and a video that was broadcast in roll call in which students, past and present, spoke of the impact their teachers had on their lives.
- **Bushfire Awareness Day** – On 5 December, students were encouraged to wear mufti and make a gold coin donation to support those effected by the devastating Bushfires in 2019. These funds were split between three charities: RFS, WIRES and the Salvation Army. Throughout the week students were also encouraged to bring in old clothes, blankets and towels which the SRC later donated to the Salvation Army.
- **TEAR Day** – On 17 December, students participated in a touch football gala day organised to raise money for the TEAR foundation.
- **School Assembly Speech** – Every week the SRC present a whole school speech at our formal assemblies and year assemblies. These speeches acknowledge upcoming events, raise awareness for important issues, present opportunities for the student body, recognise student success and communicate important information with the whole school community.
- **Open Meetings** – The SRC developed a new initiative in 2019 as they hosted open meetings twice a term. These meetings were set up as an open forum where all students were invited to attend and express their ideas, opinions and beliefs. This was a great opportunity for students to provide feedback about past and future events and opportunities.
- **Constitution 2019** – The SRC worked hard to update and renew the constitution, adding new initiatives, processes, policies, goals, and responsibilities of the SRC.
- **Elections 2019** – The SRC updated the election process in 2019. Students were provided with election packs including a nomination form, and students were also invited to a speech writing workshop. Instead of solely presenting a speech for student elections, students were also required to submit a nomination form that would be judged as part of the election. This enabled fairer and more equitable elections to take place.









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.

Aboriginal Education initiatives continue to grow and develop as our students thrive and flourish, here, at Nepean Creative & Performing Arts High. The year of 2019 has seen continual improvements in the recognition, support and educational outcomes of our Aboriginal and Torres Strait Islander students. This year saw the inaugural NAIDOC Award being presented at our annual NAIDOC celebration in Term 2, Week 10. This celebration helps to bring awareness to the current situations faced by Aboriginal and Torres Strait Islander people in our community and is a vital way that NCAPAHS meets its commitment to the Reconciliation Action Plan, through Narragunnawali. The first recipient of the award was Monique Tait-Owens for her commitment to Aboriginal Dance, Music and cultural activities within the school community. Through continuing on our reconciliation journey, we take a strong stance on the betterment of all our students within the school community.

The Pathways to Dreaming program is a collaboration between Nepean Creative and Performing Arts High and the Engagement Unit of WSU. Pathways to Dreaming aims to engage, support and recognise achievement in Aboriginal and Torres Strait Islander students in connection with our school curriculum and values of care, opportunity and success. The program offers cultural enrichment opportunities, on campus experiences such as Science and research days as well as mentoring, study skills and preparation for tertiary education. The program supports Aboriginal and Torres Strait Islander students plan their future, however they envisage it – whether it be securing a trade, going to TAFE or University. The program also offers prestigious scholarships to exiting Year 12 students who are in the program. In the 2019 school year 2 Aboriginal students were successful in securing an Aboriginal and Torres Strait Islander identified Early Acceptance offer to WSU.

These students include:

Jackson Roser and Chelsea Randall

Students continued to represent and share culture through our Aboriginal Dance ensemble (Babuga Dungarra), which performed at a number of important events at local Primary Schools, a school in the Campbelltown district and the School Spectacular. The students performed a unique collaborative piece at this year's Showcase title "*Marryuna*". The group consisted of students from year 7 through to year 10 and the leadership displayed by the senior students is nothing short of exceptional. Towards the end of the year Babuga Dungarra composed their own choreography to the story of Archie Roach and his song "Took the Children Away". This piece was a touching tribute to all members of the stolen generation and was performed during the End of Year Showcase.

Opportunities presented themselves for our students in new way as well this year with several of our Aboriginal Boys attending an AECG camp at Yarramundi. The SHOW camp is designed to encourage and recognise the importance of Sport, Health, Opportunities and Wellbeing for young Aboriginal people. Student who attended we taught the art of Aboriginal dot painting, learnt how to cook and participated in a cricket tournament that saw our school take home the overall winners trophy.

Students also had the chance to be some of the first students in the Penrith region to attend the Ted Noffs foundations Street University. Students will be part of their ongoing community outreach programs and will be offered opportunities to attend the Deadly Dreaming workshops in 2020. This is an outstanding resource which will see our more vulnerable youth be supported by external agencies.

Norta Norta funding continues to assist educators to deliver high quality teaching and learning in response to individual talents and needs, students have access to additional support and guidance through in-class tuition and access to one-on-one support from our very own Carly de St Germain in Teaching and Learning.

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 and Anti-Racism Education 2019

At Nepean Creative & Performing Arts High School, the Anti-Racism Policy (2017) is promoted and upheld and is well supported by our school's Positive Behaviour for Learning values of Care, Opportunity and Success for all people, in all places and at all times. Specifically, our values relating to **Care** include:

- Respect individual difference
- Use manners and appropriate language
- Respect people, property and places
- Say no to bullying, harassment and violence, and
- Be inclusive

Racism is a form of bullying or harassment and directly contravenes our school's values. As such, it is addressed as being socially and morally inappropriate and unacceptable behaviour. Issues involving racism, including racist comments or behaviour, are addressed initially by the supervising teacher, who deals with the behaviour according to the school's behaviour management plan. Additionally, the student is then referred to a trained member of staff who is the nominated Anti Racism Contact Officer, or ARCO.

Measures within the school to promote inclusivity and address issues of racism include:

- A member of staff nominated as the Anti Racism Contact Officer (ARCO) and trained in Anti-Racism management
- A number of Year Advisers and Head Teachers, as well as the Principal, are trained in Anti-Racism management
- Posters at the school promote tolerance and acceptance of all people
- Harmony Day is celebrated every year, where cultural diversity is celebrated to promote understanding, acceptance and inclusivity
- School values (see above) promote respecting individual differences and being inclusive
- The ARCO counsels students regarding the impacts of racist behaviour and outlines the key aspects of the Anti Racism Policy
- Victims of racist behaviour are provided support through the complaints handling process and mediation is offered to resolve conflict
- Recurrent racist behaviour is referred to Head Teacher or Deputy Principal for further action as required

In 2019, 22 incidents of racially inappropriate behaviour were recorded on Sentral. 3 cases were referred to the ARCO for management, with effective resolution achieved in each case.

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.

Multicultural education is encompassed within our Positive Behaviour for Learning program, our Student Representative Council activities and initiatives and operates as part of our Anti-Racism and Multicultural Policy.

Other School Programs (optional)

Professional Learning

2019 School Development Days focused on technology updates (Vivi), consolidating understanding of Disability Standards, where and how to access learning support plans and teachers responsibilities regarding **differentiating learning**.

Time was provided for staff to update all Mandatory training modules.

Positive Behaviour for Learning was a key and ongoing focus throughout 2019 as the school established a new team and relaunched the initiative.

2019 also saw **new Teams** added to the professional learning agenda. These were the Stage 4 Numeracy Team, Differentiating learning on three levels (Inclusive Education Team) and the Learning Intentions and Success Criteria Team.

This last team was a product of the **Penrith Learning Alliance**.

Learning about **Programming and assessment for the new curriculum** in Stage 4 and Stage 6 was a focus for most faculty professional learning sessions.

Analysis of 2019 HSC results via **RAP** was undertaken on the last professional learning day for the year. This group had representatives from each faculty.

Lastly, a comprehensive New **Staff Induction Program** was launched for approximately 15 new teachers and the **Beginning Teachers Support Program** continued in 2019 with support for classroom management, communicating with parents and self-care.

Accreditation at higher levels.

Sally Langowski continued her journey towards accreditation at highly Accomplished. This is a long term pursuit and teachers can take between 18 months and 3 years to ready themselves for accreditation at Highly Accomplished and Lead. Two teachers successfully applied for the Leadership Development Program which in 2019 focused on preparation for executive roles rather than accreditation more directly. Their project was on **effective feedback Funded Professional learning projects/collaboration with other schools**– Jarrad Cox applied and gained funding to work with the Learning and Teaching Directorate to develop Stage 6 English professional learning sessions on **quality assessment and feedback** for the new syllabus. He delivered a series of workshops to a network of teachers from the area. He also secured a grant to collaboratively write PD for face-face and online delivery for English Stage 6, Module C: The Craft of Writing. Year 6–7 Mentor English Textual Concepts – a member of Nepean CAPA High School English faculty **mentored a community of schools** to enhance their academic transition processes. This was an extension of the work the English faculty had done previously with Leonay Public School.

Overview of our Literacy Numeracy program in roll cal.

In 2019, the **Peer Reading** Literacy and Numeracy Program continued during DEAR classes for four groups of targeted year 7 students. This program was **expanded as a result of a Bump it Up Team initiative** to utilise DEAR time to deliver numeracy as well as literacy instruction to all Stage 4 students. Roll teachers were provided with training and resources to deliver, track and monitor individual progress. Ongoing support for the program in terms of professional learning and resources was provided to teachers from the HT Mathematics, Head Teacher Teaching and Learning and Jarrad Cox a member of the English faculty. Year 7 students focused on numeracy skills terms 1 and 3 and literacy skills terms 2 and 4 under the direction of their roll call teacher. Year 8 students focused on literacy skills terms 1 and 3 and numeracy skills terms 2 and 4 under the direction of their roll call teacher. A new professional learning team was established to create and share the development of resources among the Stage 4 roll teachers using Microsoft Teams.

Minimum Standards– progress

In 2019 students in Year 11 who had not meet level 3 of the Australian Core Skills Framework in one or more of the tests were supported through the grant of approximately \$12, 000. The grant was used to hire a teacher to work with targeted students to develop their numeracy skills and work through practice Minimum Standards tests. The Stage 5 LaST supported students in the same way to achieve the benchmark in the reading and writing tests. All students involved in the program were successful in subsequent attempts. There are 9 students who did not access the support provided and are yet meet the benchmark in one or more areas. One students in the special education unit is still working towards the standard.

All year 10 students participated in Minimum Standards testing for Reading, Writing and Numeracy in 2019. By the end of the year, 8 students had yet to meet the standard in one or more of the tests.

Creative Arts

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

This is evidenced by:

- Breadth of arts experiences: Open Day (April), NAS Intensive Studio Practice (July), Harmony Day (June), Reconciliation Challenge (June), Nagoya Sister City Exchange (August), Design an Ad (Aug/Sept) and Night Garden (May). Inclusion into select exhibition platforms and permanent collections such as Agricultural Art

exhibitions (March), HSC Exhibit Night(Sept), Woof Art (Sept), Youth Eco Summit (Sept), Art Ambush (Nov), Pulse Art (Nov), Mash It Up @ Hawkesbury Regional Gallery (Dec), Nepean Virtual Gallery (NVG) and Art Express (Feb 2020).

- Trashion Fashion award winners for 'Best Trashion' 'Most resourceful'. Exhibition at Hawkesbury Regional Gallery Dec 2019. The judges were Bradley Waters from the Australian Fashion Council, Brianna Bond from the International Talent Agency IMG, Marina Debris Trashion Designer and Pirra Griffiths from Allerton Swimwear.
- Creative Connections with Western Sydney University, The Lewers Bequest and Nepean Arts and Design Centre.
- Micheal Black as our artist in residence Term 1, Mural created.
- Alumini Lorelei Spek appointed as Arts and Design Technician one day.
- Second year of the virtual exhibition platform; Nepean Virtual Gallery (NVG).
- Breadth of Creative Arts offerings introducing Visual Design, Photographic and Digital Media and Ceramics in Stage 4, Stage 5 and 6.
- Kaldor Public Art Project – works were exhibited at the NSW Art Gallery and a film was made with the Arts Unit

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

This is evidenced by:

- 5 Intensive Studio's operational with specialist artists: Draw, Sculpt, Paint, Printmaking and Design.
- Art Edge operational two days a week, each Term.
- Wednesday Studio operational Wednesday afternoons.
- Immersive Studio experiences with specialist artists: Paul Castro and Grace Lillian Lee,
- Aspiring the heights' Yr. 11 lecture with Ruth Hessey.
- Established exhibition space for our Nagoya Permanent Collection
- Kelly Rousham Memorial Award introduced: this is a perpetual award in memory of Kelly Meredith Rousham who passed away in April 2019

Creative Arts students experience extensive recognition and success for creative achievement across a plethora of platforms.

This is evidenced by:

- 3 students selected for Art Express 2019: Jordan Podmore, Mikaela Apap and Jemma Davis.
- 7 artworks and six artists selected for the Nagoya Arts Exchange Exhibition: Jasmine Culley, Lucas Galea, Lilli-Rose Rafton, Sofia Hunt, Alyssa Hamersma and Jana Bansemer.
- High Distinction Achievement at the HSC NAS Intensive Studio Practice: Ash Bennett and Xavier McIntosh.
- Pulse Art Exhibition @ the Opera House, (July) Sienna Cartwright 'Voices of the world' and Lucas Galea 'A travel through time'
- Mash It Up @ Hawkesbury Regional Gallery: 15 metres recreation of the catwalk.
- Harmony Day poster State Winner – Georgia Lee Ball
- NSW Reconciliation Challenge – Finalists – Maya Barros, Remmy Thorne and Amelie Davidson
- Design an Ad: Ash Bennett (Hawkesbury Winner). Lucas Galea – Blue Mts Winner
- Woof Art Competition
- Luddenham Show and Camden Show: numerous placings with all students being recognised. Major Prize winners at both these Agricultural shows.
- Kaldor Public Art Project – Year 8 Visual Design students

PDHPE

2019 has been a rewarding and challenging year in the PDHPE faculty.

For our students we have provided scope for an array of learning opportunities that have allowed students to achieve success and be exposed to positive learning experiences. The nature of the tasks that have been developed cater for our diverse cliental and allow for creative and real world application, knowledge and skills to be enhanced.

For our teachers, we have engaged in professional learning around the implementation of the new National Curriculum, a focus on program and planning in developing content for year 8 and 10, as implementation will commence in 2020. A network was created and led with other schools to assist with the planning and writing of programs. We are currently working on our scope and sequence and assessment schedules.

The National K–10 PDHPE Curriculum for 2019 meant that years 7 and 9 scope and sequences, programming and assessment were implemented into our classrooms. The transition has been positive, with students actively engaged in a variety of learning activities. The focus of the curriculum on a strengths based approach has been well received.

We were fortunate to once again secure a free 'Driver safety' program for our year 10 students, in which they were able

to hear the story of a young man who has permanent injuries from an accident. This was supported by Hyundai Penrith and The Ian Luff driver safety program.

The announcement that Nepean CAPAHS would be approved for a multipurpose hall, has us all excited that in the not too distant future we will be able to offer an amazing space to conduct physical education, regardless of the weather.

The astro-turf court has been a wonderful addition in 2019 for our staff and students. We have been able to trial a range of strategy games, as this space provides a safe environment for such games.

Stage 6 classes have continued to show interest, our classes have remained stable in 2019 to have a total 16 senior classes across CAFS, PDHPE, SLR and VET Sports Coaching.

The success of VET sports coaching, will see us have in 2020 a year 11 and year 12 class. We are looking forward to this subject continuing to grow and therefore allow our students a certificate of achievement in which they can head into industry.

Performing Arts

Circus Arts

Ensembles/Companies

- Adagio & Acrobalance Company
- Circus Company 1
- Circus Company 2
- Juggling & Manipulation Ensemble
- Circus Ensemble
- Hand Balancing Company
- Hand Balancing Ensemble

Performances

- **Schools Spectacular:** Selected students from the circus arts company program was selected to be a Featured Ensemble with the prestigious opportunity to be part in the following segments: "Out of this World" in *ET Theme* students performed on a group bike, unicycles and a flying bike. "Stars for Change" in *Summer* students performed duo lyra, silks and hand balancing.
- **Southern Stars:** Selected as a featured ensemble, students from the circus arts company performed and aerial silks, aerial heart, hand balancing and adagio item to "Believe" at Southern Stars Arena Show "Come Alive".
- **PULSE:** Circus students performed a hand balancing item with the Nepean Percussion Ensemble to an original score "ABACADA".
- **DanceLife:** Hand Balancing Company performed "Near Light" at DanceLife, they placed Highly Commended in the Entertainment section.
- **Australian Dance Festival:** Selected Circus Arts and Dance students collaborated to create the piece 'La Mia Forza' which performed in the school's competition "Resonate". The work won Best Overall Performance and received an invitation to perform at the 2020 Australian Dance Festival.
- **Circus Festival:** This was the third year of Circus Festival which was held at Nepean CAPA High School lead and coordinated by Allie Gunton. Circus Festival involved students from all over NSW who are studying Circus Arts. The students participated in circus workshops led by industry professionals, listen to Dan Aubin discuss the importance of circus and to conclude a showcase performance which highlighted the diversity of each school's circus program. Students from visiting regional and remote schools stayed at Nepean CAPA High School. The festival was highly successful and will be running again in 2020.

Showcases

- **Open Night:** Selected students performed solo items throughout the evening at Open Night in the NAC.
- **Dance & Circus Company Showcase:** The Circus Arts Company and Ensembles collaborated with Dance to showcase the works created in Semester 1.
- **HSC Circus Show:** In 2019, students in the HSC Circus Arts course presented their show "Gone Fishing". A highly successful show by the first HSC Circus Arts cohort.
- **Circus Showcase:** In 2019, the Circus Showcase celebrated the work of the Stage 4–6 curriculum programs. The showcase comprised of individual and group performances created through classwork and in the circus co-curricular program.
- **Orientation Day:** Circus Arts students performed 'Breathe' at the Orientation Day Concert.

DANCE

Ensembles/Companies

- Aboriginal Dance Ensemble
- Musical Theatre
- Classical Ballet Company
- Hip Hop Boys
- Hip Hop Girls
- Senior Dance Company
- Intermediate Dance Company
- Intermediate Dance Ensemble
- Junior Dance Company
- Tap Ensemble
- Jazz Company
- Lighthouse Company

Eisteddfods & Competitions

- **DanceLife Unite Eisteddfod:** DanceLife Unite is a uniquely Australian, high-energy, professional and positively charged competition. Nepean participated in the live regional event on Friday 24th May. Congratulations to the dance program students who participated in DanceLife Unite eisteddfod on Friday 24th May, making it a great start the performance season. Senior Dance Company placed 4th in the large Contemporary section. Tap Ensemble placed Highly Commended in the Any Style section, with Jazz Company (Henville) placed Highly Commended in the competitive Jazz/Hip Hop section. Intermediate Dance Company and Jazz Company (Fabiano) also performed receiving solid scores however not placing.
- **Penrith Eisteddfod:** Well done to the Nepean Dance Program students who competed in the Penrith Eisteddfod on Thursday 27th June. Our students performed incredibly well and for the third year in a row, received the 1st place overall Highest Scoring group, once again going to our Musical Theatre Company. The results of each individual section are listed below:
 - Lyrical Company 1st Musical Theatre Company 1st Ballet Company 1st Tap Ensemble 1st
 - Boys Hip Hop Crew 1st
 - Senior Company 1st
 - Girls Hip Hop Ensemble 2nd
 - Junior Dance Company 2nd Intermediate Company 3rd Jazz Company 'Don't Stop Me Now' 3rd
 - Intermediate Ensemble Highly Commended

Hawkesbury Eisteddfod:

76 Nepean Dance Program students competed in the 68th Annual Hawkesbury Eisteddfod on Tuesday 20th August. The students demonstrated such professionalism and sportsmanship and should all be very proud of their achievements. The results of each individual section are listed below:

School Dance Groups Years 7 – 9 contemporary/lyrical/ballet, Intermediate Company 1st Junior Dance Company 2nd

School Dance Groups Years 10–12 contemporary/lyrical/ballet Lyrical Company 2nd Intermediate Ensemble 5th

School Dance Groups Years 10–12 jazz/hip hop / musical theatre

Boys Hip Hop Crew 1st Jazz Company 'Don't Stop Me Now' 2nd Jazz Company 'Lucky Strike' 3rd Girls Hip Hop crew 4th

Festivals

- **Synergy Dance Festival:** Synergy Dance Festival's vision is to provide public school students with the opportunity to perform Dance in a professional theatre environment. Senior Dance Company, Intermediate Dance Company and Junior Dance Company were selected to perform at this event, which is an acknowledgeable achievement as the works go through a rigorous audition process, where only the top items are nominated to perform.
- **Blue Mountains Nepean Dance Festival:** The BMNDF provides quality learning experiences for students in the performing arts, while promoting dance as a performing art within the schools in our district. Intermediate Dance Company, Intermediate Dance Ensemble, Classical Ballet Company & Junior Dance Company were successful in their auditions to participate in the festival, and their performances were thoroughly enjoyed by all involved.
- **Penrith Valley Performing Arts Festival:** Penrith Valley Performing Arts Festival began back in 1992 and is an annual event that showcases students local Public Schools in Creative and Performing Arts. The Aboriginal Dance Ensemble, Tap Ensemble and Intermediate Dance Ensemble performed at this event, with the Aboriginal Dance Company opening each show with the Acknowledgment of Country followed by their student directed work titled 'How The Birds Got Their Colours'.
- **In the Spotlight Dance Festival:** Congratulations to the dance program groups who performed at the 'In The Spotlight' (previously known as Ultimo Public Schools Dance Festival). This two week festival is an event

showcasing the talents of students and teachers in dance and choreography K–12. Nepean was represented by the following companies: Collaboration Company, Boys Contemporary Company & Boys Hip Hop Crew and Musical Theatre Company.

- **State Dance Festival:** The annual State Dance Festival presents the work of over 1,500 students from Kindergarten to Year 12. The Festival showcases these students in six diverse performance programs throughout the week-long festival. The programs highlight the range of styles explored through the study of dance in public education. Each performance reveals the determination of students and teachers to explore the art of dance and to achieve performances of the highest quality. These performances are underpinned by technical training, stamina, creativity, confidence, cooperation and respect for one another fostered by their dedicated and talented teachers. A selection of Nepean dancers were involved in the 2019 State Dance Festival "SAYING IT WITHOUT WORDS". The groups selected to perform from Nepean include; Lighthouse Company & Musical Theatre. Selected students were also invited to perform as a part of the NSW Public Schools Dance Ensembles, Dance Off! Dance Camp Troupe and Pulse Senior Dance Ensemble.
- **Lighthouse Dance Project:** This two day festival involves hundreds of students from NSW leading Performing Arts High Schools. The Lighthouse Dance Project is two days of sharing, learning, performing and auditioning with friends and colleagues from across the nation and abroad and multiple tertiary institutions are present at the event. Students from Years 9–12 attended the workshop component of the festival. The Lighthouse Company, Senior Company and Collaboration Company all performed at the showcase evenings.

Other performance opportunities

- **Schools Spectacular:** In 2019, 15 students successfully gained placement as a Featured Dancer, with some students performing in multiple groups. These included Classical Ballet, Musical Theatre, Hip Hop, Aboriginal Dance Company, Jazz, Tap & Contemporary. 16 students were also selected to be part of the Combined Dance group. Selected as part of the elite dance schools section, these students performed in the opening act.
- **Dance Off! Dance Camp:** In Term 1 Week 11, 24 Nepean dance students attended Dance Off! Dance Camp at Merroo Christian Centre. They participated in a number of workshops ranging in all different styles including ballet, musical theatre, jazz lyrical and contemporary lead by industry professionals such as, Sarah Boulter, Jason Winters and Marko Panzic. They were also given the opportunity to compete in the Dance Off! Talent Quest where our Nepean senior group took out 2nd place and our intermediate group in 3rd place.
- **Aboriginal Dance Workshops/Performance:**
- Campbellfield Public School visit on 24 June, the Aboriginal Dance Ensemble were invited to share their culture. They performed a dance then taught K–2 students some deadly dance moves. Students showed great professionalism and leadership.
- On 26 June 2019, our Aboriginal Dance Ensemble (Babuga Dungarra) were back out in the community sharing culture with Leonay Public School, with one student singing the national anthem in Darug language with pride. Another senior student was also given the honours of reading the Leonay Public Schools Acknowledgement of Country in Darug language. This was an extremely significant part of the school's NAIDOC celebration as the acknowledgement will be placed on a plaque in the school. Our students lead a number of workshops in Aboriginal dance and performed for the students.
- On 3 July a member of the Aboriginal Dance Ensemble was celebrated for her contributions to Aboriginal culture through the initiation of the inaugural NAIDOC Award. The students of the ensemble celebrated the significant contributions and successes of Aboriginal and Torres Strait Islander people through NAIDOC celebrations. The group listened to inspiring speeches from Uncle Chris Tobin and Auntie Donna Aitchison. Babuga Dungarra lit up the stage with their deadly dance moves.

Showcases

- **HSC Performance Evenings:** The HSC Performance evenings were highly successful allowing students the opportunity to perform their programs to an audience for final feedback and performance practice.
- **Mid Year Circus & Dance Showcase:** this year the Circus and Dance programs combined in a showcase event that saw all ensembles and companies showcase the works that have been created in Semester 1. Performed in the NAC, parents and friends enjoy a night of high quality items, most of which were successful in their application to perform at festivals and events and award winners at competitions.
- **End of Year Dance Showcase:** involved an evening performance showcasing group work from the year, developed during classes and within ensembles and companies. This sold out performance was highly successful, giving all students in the dance program the opportunity to demonstrate their talents to their families and friends.
- **Composition Dance Showcases:** 2019 was the third year for the Composition Showcase. The performance evening included two shows, allowing students from years 7–10 to showcase their choreographic skills. Both shows were well attended by staff, parents and students alike and were a huge success.

HSC

- **Callback Nominations:** Callback is a selection of outstanding performances and projects from Higher School Certificate dance students. It is coordinated by The Arts Unit, NSW Department of Education and will be held at the Seymour Centre, University of Sydney on 13 and 14 February 2020. Below outlines the breakdown of the 10 nominations Nepean Dance students received. Two students' works were selected to be performed at the event.

- Core Performance – 4 nominations
- Core Composition – 2 nominations
- Major Study Performance – 2 nominations
- Major Study Composition – 1 nomination
- Major Study Technology Film & Video – 1 nomination

DRAMA

Ensembles/Companies

- The Drama Company
- Senior Drama Ensemble
- Intermediate Drama Ensembles
- Junior Melodramatics

Representation/ Performances

- **State Drama Festival/Ensembles**– Nepean Creative and Performing Arts High School was well represented at the 2019 NSW Public Schools State Drama Festival. With Nepean students selected into the NSW State Schools Drama Ensembles Program; who all performed with their ensemble at the Festival.
- **Macbeth**– Emily Johnson of Year 11 Drama was selected to perform as part of the NSW Public Schools Drama Company in conjunction with Sporting for Jove in a Production of Macbeth, which was performed at NIDA.
- **Lights-Up Drama Festival** – This is a Macquarie Park Directorate festival, which is a showcase of Drama in NSW Public Schools. This year, The Drama Company and Intermediate Drama Ensemble were selected to perform at the festival.
- **Schools Spectacular**: 12 Drama students were represented in the Combined Drama Ensemble in the Schools Spectacular 2019, in the Segment: "O Verona".
- **Flannofest** – This festival involves 8 schools across the Penrith Valley region partnered with an industry practitioner to guide the development of an original theatrical work. Senior Drama Ensemble performed at this festival. Students worked with an artist on their performance.
- **Year 11 Play**: Year 11 Drama class performed "Chess" to a packed house. This production was doubled as their assessment for Elements in Production. It enables students to take part in all of production; acting, set design, stage management, audio and lighting, directing and producing.
- **Pulse**– Students represented in the Pulse Junior and Senior Drama Ensemble – This ensemble is organised by the Macquarie Park Directorate and focuses on increasing the visibility and capacity for students to participate in Drama in years 5, 6 and 7. Students in this ensemble participate in the Lights-Up Drama Festival and Pulse Showcase of Excellence in the Arts
- **Nepean Young People's Theatre** – In collaboration with VET Hospitality, VET Entertainment and NYPT, our school presented a 3 course dinner theatre at TAFE WSI. Students performed "The Werewolf's Curse". Later in the year students presented an hour production of "Children of the Black Skirt" to an audience of their peers and the general public.
- **Zen Zen Zo** – Student in the PULSE Senior Drama Ensemble attended a workshop with Zen Zen Zo
- **State Drama Festival**– students from Nepean who were a part of the PULSE Senior Drama Ensemble performed at State Drama Festival

Showcases

- Drama showcased individual and group work from the year within classes and within the Ensembles.
- HSC Performance Evening – This was a showcase of the outstanding work created by HSC Drama students in 2019. It included a showcase of Individual Projects and Group Performances to our local community.

Camps/Workshops

- **State Drama Camps** – This camp is facilitated by the Arts Unit, and focuses on furthering Year 11 students' skills in Drama in working with monologues, performance skills and collaboration.
- **Arts Alive Drama Camp** – This initiative is for Stage 5 Drama gifted and talented Drama students. Students participate in a 3-day camp and engaging in a range of practical workshops including: Commedia Del'Arte, Physical Theatre, Characterisation and Monologues.
- **NIDA Workshops**– Our Year 11 Drama Class were treated to NIDA workshops with Industry Professionals in the area of Group Devising. Students also watched the NSW Public Schools State Drama Company perform the debut of "Pineapple Wars".

MUSIC

Ensembles/Companies

- Junior Rock Bands

- Senior Rock Bands
- The Vocal Ensemble
- The Vocal Company
- Boys Vocal Ensemble
- Orchestra
- String Ensemble
- Jazz Band
- Music Company
- Percussion Ensemble

Performances

- **Schools Spectacular:** 24 students represented in the Combined Choir, students were accepted into Core Choir and backing vocalists
- **Penrith Valley Performing Arts Festival:** The Vocal Ensemble performed as did the Orchestra and our Senior Rock Band
- **PULSE:** Vocal Ensemble is run from the school combining a number of students from Winmalee High School, Blaxland High School, Greystanes High School and Nepean CAPA High School.
- **PULSE Performances:** Nepean Percussion Ensemble performed at PULSE with their original score "ABACADA".
- **HSC Performance Evening:** Music 1 and Music 2 classes took part in the HSC performance evenings and Recital Evenings in order to allow students the opportunity to perform their program prior to the HSC.
- **Panthers on the Prowl Graduation** a select number of students performed at this graduation ceremony to celebrate the work done in schools by Panthers on the Prowl
- **Southern Stars:** 2 students performed at Southern Stars in the Vocal Company, one as a featured artist
- **Talent Development Project:** 1 student graduated from the Talent Development Project while another number were accepted into the program
- **Operation Art:** Students were represented in the Arts Unit Marching Band and PULSE Big Band who performed at the opening of Operation Art at the Armoury.
- **Quadstock –** Our Rock Bands, Jazz Band and Orchestra performed over four days during recess in the quad, providing live entertainment for all students
- **Nepean Radio –** Nepean Radio program began broadcasting on Monday recesses. The program is broadcast from the Recording Studio and is managed by one of the Music and VET Entertainment Staff. Students host the program which involves live musical performances, playlists and secret sound competitions.

Showcases

- **2 Music Nights** showcased individual and group work from the year within classes and within the Ensembles and Companies
- **Open Night –** students performed in a concert in the NAC (Nepean Arts Centre) for an Open Night official concert. Three music rooms were also opened where the Rock Bands, Jazz Band and soloist rehearsed and performed for the evening showcasing the talented musical students.
- **Presentation evening –** The Vocal Company performs the National Anthem at Open Night and a group of students play the background music, walking and walking out music for the official parts
- **Orientation Day –** music students take part in the 2 Orientation Day concert which is held in the NAC for 40 minutes each performing for the new students who are attending the school in 2020.

Camps/Workshops/Representation

- Students attended Solo Vocal Camp and performed at the end of camp performance
- Arts in Action Music Camp was attended by a number of students who spent the week studying their instrument and performing.
- PULSE Concert Band, PULSE Vocal Ensemble and PULSE Big Band are run out of Nepean CAPA High School as a venue. Students within these ensembles range from approximately 20 High Schools across the Macquarie Part and Ultimo operational directorate.

HSC

- HSC Study days – students attended the HSC study days where they focused on preparing for their HSC. Students had the opportunity to perform in these days for marking from external markers.
- Year 12 students attended Encore as an excursion

Special Education

Students in the six Special Education classes at Nepean Creative and Performing Arts High School had a varied and engaging program in 2019. All our students have Individualised Education and Transition Plans (IETPs) to focus on individual needs, based on future goals. In addition to our emphasis on developing literacy skills, numeracy skills, citizenship and independence, our students accessed many other opportunities within the unit, throughout the school

and in the wider community.

The students who accessed mainstream subjects were offered support by the School Learning Support Officers (SLSOs). Across the school, appropriate adjustments to the curriculum and assessment tasks were made to promote inclusion, in consultation with Special Education teachers. Other Special Education classes also accessed a range of subjects at a Life Skills level in discrete cohorts, including Food Technology, Physical Education and Creative and Performing Arts, also supported by SLSOs.

Once again, our Special Education unit ran a robust transition program to prepare our students for employment, further study and independence in adult life, working directly with the Support Teacher Transition. We also worked closely with families and NDIS partners to support programs.

Our students strongly identified with wanting to work when they leave school, developing positive skills through our work readiness programs. Many participated in week-long work experience blocks. We also ran a Work Experience program, with work crews being supported to undertake a range of duties at Woolworths and at school, where we operated gardening and recycling teams. Our enterprise education program, the CAPAbility Crew, organised and held stalls for Mother's Day, Father's Day and Christmas. We introduced a popcorn stall, expanding the range of skills students developed. These were successful fundraisers for the unit, providing resources to support students' learning.

Many of our students participated in the Community Access program which provided a wealth of opportunities to practise independence skills in a range of settings. Students also participated in activities with their year group such as school camps, welfare sessions, careers days and school sporting competitions for swimming, cross country and athletics.

We also participated in the annual Futsal competition day, the NSW & ACT Lions High School Camp for Students who are Deaf or Hearing Impaired and the 'Come and Try' sports days at Campbelltown for students with intellectual disabilities and students with hearing impairment. As always, the students represented our school commendably.

For students not accessing the mainstream sport program, we offered supported recreational sports. This included river walking, tenpin bowling, mini-golf and aqua-golf, swimming and a school-based sports program.

Our students were outstanding in a range of Performing Arts presentations. Highlights included the signing choir performing as a featured ensemble at Schools Spectacular as well as signing the National Anthem at the Opera House for PULSE. Other students performed in dance ensembles for the school's Showcase, which was also very well received.

The Special Education faculty undertook regular fundraising barbeques at school and also held our first Bunnings barbeque, which was a huge success. Funds raised supported students who needed assistance to attend camps, Schools Spectacular and other programs. The barbeques provided reverse-integration opportunities, where mainstream students worked alongside special education students to cook and serve.

As part of their class program, students organised and ran a Deaf Awareness Week raffle, including promoting it on a whole-school assembly. We also now have a student signing the National Anthem at all assemblies.

We congratulate all our Special Education students on their wonderful efforts and achievements.

Sport

The School Sports Program is a valuable link, not only between students and teachers but also Nepean Creative and Performing Arts High School and the local community. With the outstanding achievements in the Arts and our ever-improving Stage 6 performances, the third component to the performance triangle is sports achievement providing a larger footprint in the Penrith and Sydney West Region.

Throughout 2019, there have been a total of 30-grade sports teams participating in the Nepean Zone Schools Grade Sports Competition. Our reduction of recreational activities from 2018, to ensure that we were well represented across all grade sports each term has been very successful. In 2019 we were able to field all teams, in each term. Each school year there is an extensive representative calendar starting with Nepean Zone, Sydney West Region, CHS State and All Schools carnivals, Sydney West Regional Teams, CHS State Teams and National All Schools Teams providing students with the opportunity to "Aspire the Heights" in sport.

2019 Grade Results

The below table outlines our teams that were successful in either a 1st or 2nd after the competition.

TERM 1

Girls Basketball teams 1 and 2.

Girls Oztag team 1 equal 1st, Team 2 1st

TERM 2

Girls Touch teams 1 and 2 placed 1st

Boys Oztag 2 placed 1st

TERM 3

Girls AFL 1st

TERM 4

The following teams placed 2nd in the zone:

Boys Frisbee Boys Futsal Girls Basketball Girls Futsal Mixed Touch Mixed Volleyball

Our school carnivals were a success and allowed for Nepean to be well represented at Zone and subsequent Sydney West and State carnivals.

Nepean CAPA Student Representation at Carnivals

Carnival

Zone

Syd West (Region)

CHS (State)

Swimming

Zone representatives 31

Sydney West Regional representatives 13

CHS State 10

Cross Country

Zone representatives 74

Sydney West Regional representatives 18

Athletics

Zone representatives 85

Sydney West Regional representatives 16

CHS State 3

In 2018 Brianna Clarke was selected in the Australian All Schools Girls Football Team to compete in America in April 2019. Her team went to win the All Schools World Cup.

Jazmine Footit gained a Gold and Silver medal at the CHS Gymnastics Championships and

Danielle Latter gained a bronze medal at the All School Canoe Championships.

Tom Holburn gained the highest accolade that an individual student can attain for their performances in school sport, receive both a Sydney West a CHS Blue Award for Lawn Bowls.

At the annual presentation evening, the best all-round sports persons for the year was awarded. This award acknowledges not only students' school sports participation but representation and performance throughout the year.

2019 Sports Junior Sports Persons of the year:

Boy – Jackson Anderson

Girl – Sienna Wills

2019 Senior Sports Persons of the Year:

Boys – Justin Brooks

Girl – Kia Critchley

