

2020 Annual Report

Northmead Creative and Performing Arts High School



8229

Introduction

The Annual Report for 2020 is provided to the community of Northmead Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

STUDENTS THRIVE IN A CULTURE OF LEARNING SUCCESS

Purpose

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

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

Improvement Measures

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

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

90% of students continue their education post Year 12

Overall summary of progress

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

In 2020 all executive teachers accessed and interpreted data sets available through DoE and NESAs. These data sets were used to inform the growth goals for students in the Senior School.

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

2020 saw PL into the literacy progressions as part of the work of a professional learning team. There is still work to be done in developing an in-depth understanding of the Progressions for Literacy and Numeracy. This work needs to be continued in the next School Plan.

Progress towards achieving improvement measures

Process 1: Higher order thinking and differentiation

Evaluation	Funds Expended (Resources)
Head teachers at Executive meetings were provided with professional learning on what High Expectations look like, setting them, maintaining and evaluating them. Two workshops were run with the team with information to be disseminated to their faculties in faculty professional learning time. The workshops included Effective Feedback and High Expectations. Data from the Tell Them From Me Survey identified that there was a decrease of 7% in motivation and effort with a particular decrease identified in Year 7 of 11% from survey 1 to survey 2. There was a decrease of 8% in students feeling intellectually engaged with particular decrease of 11% in Year 9 and 10% in years 10 and 11 recorded. Students' expectation for success dropped from 7.3 to 6.9 from the first to the second survey across the school. In order for the school to improve in these areas Head teachers identified and reviewed practices in their own faculty and across the school as to how high expectations were being promoted, what the impact of the practices were and the evidence they had of this, what their next step was as a head teacher to lead improvement, areas the faculty needs to strengthen, adopt, change and discontinue. Areas identified by Head teachers needing improvement included continued modelling of success criteria, refer to the schools 10/10 classroom expectations, implementing feedback strategies, collegial practice, establishing a common goal across their faculty to setting high expectations	Professional learning funds Funding Sources: • Professional learning (\$34209.51)

Progress towards achieving improvement measures

and benchmarking. Head Teachers in 2021 will work towards increasing high expectations of students through improvements in the identified areas within their faculties.

Through the completion of the High Impact Strategies workshops in term 3 across faculties, teachers have started implementing the changes made in their teaching and learning programs to incorporate the resources and strategies that they developed during this time. Impact these strategies have on student learning can not be evaluated until the completion of HSC examinations 2021.

HSC analysis has been conducted by the Teachers of the 2020 HSC classes. When they evaluated the results and examinations they worked within their faculties sharing their results with the teacher taking the course in 2021 to further develop their knowledge of the downfall in the students skills to answer particular question types and content areas. It has been identified across faculties areas that student struggle to complete extended response questions and review and reintroduction of ALARM practices needs to be reintroduced as part of the teaching process for examination skills. In the analysis teachers reflected on Highlights, areas of concern, and item analysis of where students performed best and poorly and was there particular content issues. Results were compared against previous years. Teachers were given time to develop and implement strategies of improvement into their teaching programs.

Process 2: Parent-centred projects

Evaluation	Funds Expended (Resources)
<p>The HT PBL designed a video for all parents called "What is PBL?". The video was developed through feedback provided by parents from the surveys they have completed after each PBL project is completed. The video looks at all aspects of PBL tasks and informs parents on what PBL is, how their child works a part of a team, the skills they will gain, the different types of projects, the support their child receives at school, time management and how they can support their child at home. Through this video parents feel more supported by the school and are better prepared to support their child at home with regards to PBL projects.</p> <p>New and Beginning teachers participated in a workshop called Managing Tough Conversations. The workshop provided Teachers with a scaffold that they can use when having conversations that are of a difficult nature or with people that can be hard to communicate with. This was vital to prepare teachers who may need to have conversations with parents about their child's work ethic, wellbeing or behaviour. The scaffold looks at the preparation required prior to the conversation taking place, setting an appropriate meeting time, identifying relationships that are compromised, content, pattern, setting goals and coming to an agreement. The scaffolding works on a series of acronyms including PASTA, CPR, SMART and SOLER. Teachers were given scenarios and time to practice using the techniques on each other during the workshop.</p> <p>During Term 4 parents were provided with a webinar run by Parramatta Council which looked at support inclusion, identity, self esteem and peer influence. The purpose of the workshop is to provide parents with strategies to support their teen through difficult periods and times of change.</p> <p>Parents throughout the year were supported with many online workshops and webinars that provided them with strategies to support their child through times of change through COVID and the move to online learning platforms, recognise and deal with their child's wellbeing and how to support them with</p>	<p>Professional learning funds</p> <p>Elevate Study Skills</p> <p>Paramatta Council</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2974.74)

Progress towards achieving improvement measures

study at home, which was especially vital for our parents with Stage 6 students completing the HSC examinations.

Process 3: Student wellbeing and success

Evaluation	Funds Expended (Resources)
<p><i>The value that students place on their schooling is measured from responses to a number of different items. Student responses in the Tell Them From Me survey indicate the following patterns from the 2019 baseline data - 3% increase in the value students place on school outcomes; 2% decrease in the level of intellectual engagement in core subjects (consistent with 2019 and above NSW Government norm); 3% decrease in the amount of effort students believe they apply to their learning. which is still 1% higher than 2019, but there was an increase of 1% for positive behaviour at school which is 3% about State norms and a 2% drop in students reporting they complete set homework. There was an increase of 4% for positive relationships, but a 4% decrease for a sense of belonging. Participation in extra curricular activities is still 13% higher than the norm and despite a drop of 2% in sports it still remains 5% higher than the norm.</i></p> <p>In Term 4 a review of the Wellbeing Faculty was completed by a panel comprising of a DP, Aspiring Leader and Head Teacher from Girraween High School. The review focused on the areas of Attitudes - Relationships, Organisation - Communication and Leadership - Commitment to continuous Improvement. Survey's were developed and sent to teachers, students and parents to give feedback on the identified areas. The panel ran student focus groups and interviewed the members of the welfare team individually, they also reviewed the policies, practices and processes of the welfare team. The findings indicated that communication across the whole welfare team and the school required further transparency. Further advertisement of the welfare team was required to the student and parent body. Roles and responsibilities of team members needed to be established and clearly communicated. Professional learning in how to support students in times of need was an area that teachers indicated they felt needed further development. Development of a Wellbeing policy in line with the Department of Educations Wellbeing policy needs to be established. and Planning days for the Wellbeing faculty to be provided. In Term 4 following the review team members were given the time to reflect on the findings and to identify strategies to make improvements in 2021.</p> <p>The RAGE program has run in the school for a continuous 6 months, over this time the main focus was male students and significant improvement was seen in their behaviour. Female students raised their voice in requesting the opportunity to participate in the RAGE program and two groups of female students completed the RAGE program. 82% of participants have reported they have increased control of their anger since the completion of the program. 83% of participants have indicated they have a better understanding of when their body feels angry, can identify what their personal triggers and have the knowledge of how to calm down. All students recommended the program to others. Our partnership with High Street Youth Services will continue in 2021 as the support provided to our students saw major personal growth and development in students who could not control their anger. Reports were given by classroom teachers that students who participated in the program were trying to teach others in the school the principles of the program. This program has been a requirement of any student that has been suspended for aggressive behaviour on return to school and it has been seen that 98% of students have not reoffended since it's completion.</p> <p>Year 9 and 11 camps ran in 2020. The focus of the Year 9 camp is to build leadership skills in students in particular to be peer support leaders to the incoming cohort. Students work with both camp organisers and teacher supervisors to build qualities such as resilience, empathy, respect, tolerance</p>	<p>Tell them From Me Data</p> <p>Internal school data collection</p> <p>Suspension data</p> <p>Transition day 2020 data</p> <p>RAGE pre and post survey data</p> <p>Homeroom pre and post survey data</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$11898.96)

Progress towards achieving improvement measures

and teamwork. Students at the Year 11 camp work through the Cross Roads program where students complete workshops looking at areas such as risk taking behaviours and the influence of peers. They complete workshops on stress management and time management to help maintain their wellbeing through the HSC examinations. Both camps were attended by the Student Support Officer to provide further wellbeing support to students whilst on camp.

In 2020 the first Transition Day was run for Year 10 students. During this day students completed All my Own Work, a wellbeing workshop delivered by the Student Support Officer focusing on wellbeing and stress management strategies to transition into Stage 6 effectively and a workshop introducing them the My PLAN. My Plan is a program that students will complete over year 11 and 12. Students create a personal profile and complete an evaluation of their school report. Further to this they then set goals and have tracking and reflection check points for these goals. 90% of students who completed the workshops felt that they were better prepared to transition into Year 11.

The SSO Hina Khan has completed in 2020 term 4 training on both Choice Theory and Growth coaching. In programs she will develop for 2021 the principles of both methods will be incorporated to support students towards developing a growth mindset.

In 2020 we ran a trial of Homeroom. Students in all year groups participated in a vertical homeroom. The students were presented with three workshops. Workshop 1 was about getting to know each other where students completed activities to make connections with peers in their homeroom. Workshop 2 was about positive and growth mindset and setting positive affirmations. Students were also presented with a mental health rap that was created by students in the school and performed by the Student Support officer. They were also provided with links to mental health support for students through external organisations. The final workshop was based on goal setting using the Growth principles. Students were lead by their homeroom teacher on setting goals and what growth mindset is. Students and teachers have provided feedback to be evaluated in 2021.

Next Steps

Next Steps BoldItalicInsert LinkOrdered ListUnordered ListDecrease IndentIncrease IndentSelect AllUndoRedoFullscreen

3.1: Student leadership

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

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

3.3: Parent / carer leadership

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

3.1: Student leadership

- Integration of leadership bodies SRC, Prefects, Sports Leaders to strengthen connections and collaboration increased participation by extending representation on these Leadership groups.
- TTFM survey data used to help develop wellbeing initiatives and SRC leadership activities to build on belonging , student advocacy and school spirit.

3.2: Teacher leadership

- encourage and support teachers seeking higher accreditation and establish mentoring to support process
- Embed professional learning in leadership practices . and support teachers to embed practices in their faculty and faculty classrooms
- evaluate staff wellbeing data and develop plan in response.
- promotion of Higher Accreditation in both Lead and Highly Accomplished.
- continue to build Girraween (G5) network of schools partnership to enhance collegial practice.
- r strengthen Professional Learning Teams and link to Strategic directions in 2021

3.3: Parent / carer leadership

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

Strategic Direction 2

TEACHERS GROW AS EDUCATORS

Purpose

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

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Professional learning on assessment and feedback

Evaluation	Funds Expended (Resources)
<p>Throughout the year all staff participated in whole school professional learning on Formative Assessment and assessed the ways in which formative assessment strategies had been trialed and embedded into teaching programs. With the sudden and unexpected impact of COVID and the delivery of Online learning, all Faculties were involved in the transition of teaching programs and assessments to online delivery platforms, specifically Google classroom, Google sites and Microsoft teams. Teacher all participated in online professional learning activities to develop skills in the delivery of best practice with online learning. The school developed school wide protocols in embedding identified learning intentions and success criteria for use with the delivery of online teaching resources in all Google classrooms.</p> <p>The school continued it's focus on Visible Learning with Professional Learning activities led by John Hattie that were collaboratively presented with partnering high schools in the G5 Girraween Network.</p> <p>Established Professional Learning Teams, involving all staff, analysed and assessed school practices in relation to numeracy, literacy, student engagement, project based learning, growth coaching, future focused learning and effective feedback to help establish targets and priorities for the new School planning period and develop strategies for implementation to ensure ongoing student growth.</p> <p>Identified NST and new staff participated in the New Scheme Teacher Mentoring program and participated in Gifted and Talented Development Programs to refine their understanding and implementation of effective classroom practice.</p> <p>Project Based Learning opportunities continued but were modified to suit the new COVID practices. There was an extension of the student directed report comments but the planned PBL Showcase could not proceed due to COVID restrictions.</p>	<p>Total funds for Process 1 - \$43 500 Support for beginning teachers</p> <p style="text-align: right;">\$5495</p> <p>Professional Learning</p> <p>Funding Sources: • Support for beginning teachers (\$14268.00)</p>

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school remains focused on the use of data to inform teaching and learning within the school full stop in Term One Head Teachers led faculties in the analysis of HSC data using NESA RAP data and Scout programs. This data was then presented in the executive conference where Head Teachers identified priorities and goals for 2020 based the data analysis from 2019 HSC and academic results. Data was always also used to identify students requiring additional support in numeracy and literacy following the administration of year 7 Best Start and the Minimum Standards tests with individualised programs being established to support identified students.</p> <p>Staff have developed their understanding and application of evidence sets to inform professional learning goals and practices. Community data was gathered and used to inform changes in school reporting, analysis and revision of Project Based Learning initiatives and the Science Faculty review.</p> <p>During the COVID period of online teaching, the school analysed Scout data in relation to student engagement with online learning tools. In conjunction with qualitative data gathered by student support officers and office staff who spoke with all students' families during the learning at home period, the school was able to ensure that student welfare and learning were supported.</p> <p>Staff professional learning teams analysed school-based data including Sentral results, attendance records and academic results to identify priorities for school improvement and sustain student growth in literacy, numeracy and student engagement. The analysis of this data was used to help prioritise goals for Situational analysis and future directions for the new school plan</p>	

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

Evaluation	Funds Expended (Resources)
<p>While 2020 was a very challenging year, the school continued to underpin all professional development on its values of community, commitment, resilience, respect and tolerance. Sharing the online COVID period, Strong links with the community were maintained with the welfare team developing a variety of Google classrooms for different cohorts of students. While presented in different formats, the school continued to celebrate success for students in all years through the distribution of Celebration Assembly Certificates. Performance showcases and school performances were live streamed through YouTube and video conferencing was utilised to ensure parent teacher and Parent and Citizen meetings remained. Communication with families remained a priority to ensure that our sense of community remained strong.</p> <p>Targeted professional learning was provided to New Scheme Teachers and teachers new to the school so that they were able to develop their pedagogical knowledge in the delivery of effective teaching and learning programs whether face to face or online. These programs have included non-verbal communication, supporting EAL/D students, curriculum differentiation and approaches to assessment. There was a continued focus on Visible Learning strategies and the importance of formative assessment, success criteria and learning intentions. These strategies were embedded in teaching programs and implemented in both face to face and online platforms. There was significant growth in the development and use of future focused teaching resources and a further refinement of google platforms with all staff participating in professional learning utilising online learning tools, reinforcing the school's commitment to ongoing student improvement.</p>	<p>Total funds for Process 3 - \$ 19169.35</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$6396.00)

Strategic Direction 3

EFFECTIVE LEADERSHIP IS MODELLED, PRACTISED AND SHARED

Purpose

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

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Student leadership

Evaluation	Funds Expended (Resources)
<p>Student Leadership initiatives during 2020 were reduced significantly by the effect of COVID 19. They were unable to run the majority of their whole school programs and fundraising activities.</p> <p>Student voice was projected through a various online initiatives. Year group Google Classrooms were established to convey various wellbeing strategies to support student welfare whilst learning from home.</p> <p>The student leadership bodies were able to produce online presentations/videos to continually promote events such as Harmony Day, R U OK and bullying strategies.</p> <p>The successful unity of our student leadership teams were established in term 1 and clear strategies and initiatives were tabled for future development. A clear focus on using TTFM data to support future initiatives were integrated.</p>	

Process 2: Teacher leadership

Evaluation	Funds Expended (Resources)
<p>PLT Leadership opportunities have been given to staff and those teachers have participated in action research training. Head Teachers and aspiring leaders were also given the opportunity to lead at the annual Executive Conference. New and beginning teachers have been linked with a Head Teacher Mentor and they have successfully worked through the NCAPA Induction Program to support their transition into the teaching profession. There is a dynamic culture of staff who value the challenge of leadership opportunities and the way in which they can continue to influence the direction of the school.</p>	<p>Release time - DP and teacher representative, plus HT from Girraween HS.</p>

Progress towards achieving improvement measures

Faculties were supported/mentored by HT T & L and English in data analysis of stage 6 through RAP and Scout analysis to evaluate and break down HSC results - guide future improvements in assessment, modelling, best practice and

Wellbeing - Due to COVID 19 extra strategies and initiatives were implemented to support Learning from Home, wellbeing; reporting and parent information sessions.

Wellbeing staff were given the opportunity to take professional development in Accidental Counselling training.

Process 3: Parents / carers leadership

Evaluation	Funds Expended (Resources)
<p>Parents:</p> <p>Term 1 prior to COVID restrictions:</p> <ul style="list-style-type: none"> • P&C Year 7 BBQ • Welcome to the School tour • Mocktail evening : Meet the Teacher Night <p>During COVID:</p> <ul style="list-style-type: none"> • Black dog Institute presentation: Adolescent Mental Wellbeing and sleep • COVID - Online webinars through Ryde city council with Dr Michael Carr Gregg • Online webinars with Elevate for Parents - time management and study skills for students learning from home. • Interim Reports - adjusted for online learning • Parent teacher meetings -Zoom meetings conducted • Presentation Day - streamed live for parents • Year 12 Farewell assembly - streamed live for parents • End of Year showcase - performed at school and recorded. Parents accessed via online links. • P&C meetings conducted via Zoom. • Parent information communicated through school social media channels - school app, website, facebook and parent portal. • Wellbeing check-in phone calls throughout lockdown by Wellbeing team, SASS and SLSO's. 	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Funded by Swim NSW</p> <p>Student Support Officer Larissa Mitchell liaising with universities and philanthropic organisations.</p> <p>New Horizons \$19,200</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$123 629.00) 	<p>20 students attended the New Hoizons Program</p> <p>3 students obtained scholarships from the Public Education Foundation; One student successfully won an apprenticeship; two were successful in obtaining entry to University and one student successful for TAFE</p> <p>6 girls completed the Swim School</p> <p>Staff evaluated the Trauma Informed Teaching as one of the best PLs they had ever done.</p> <p>One student supported by panel members of the Public Education offer: Scholarship offered and refused to a Private School; Lap top provided by the panel, member.</p> <p>Every 5 weeks for International Students: ; Mentored all IS students; Regularly checked academic / attendance; and kept teachers and parents/guardians well informed re students progress, attendance and welfare.</p>
Low level adjustment for disability	<p>SLSOs</p> <p>Sentral- Markbook, Reporting, Data Records</p> <p>Neale Analysis of Reading Ability</p> <p>South Australian Spelling Test</p> <p>PROBE 2 reading comprehension assessment</p> <p>York Assessment of Reading Comprehension (YARC)</p> <p>Learning Support Team</p> <p>Transition Officer</p> <p>Classroom Teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$261 654.00) 	<p>BLITZ Readers graduate from the program or are invited to continue participation in 2021</p> <p>SSLOs employed to assist students with disabilities. to help with understanding, track progress and assist with delivering the differentiated curriculum</p> <p>1.5 Learning support including a Transition officer for the incoming Year 7 to gather student information and ensure that we have the appropriate learning adjustments in place for each individual student with a disability.</p> <p>Transition Program for students identified as requiring additional support over 3 days</p>
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$1 649 950.00) 	<p>One staff member was employed as a Deputy Principal with expertise in Welfare and Vocational Education which enabled students to engage in appropriate pathways in Stage 5 and 6.</p> <p>One teacher was employed as an instructional leader to support explicit quality instruction in collaboration, creativity, critical thinking, communication and innovation -</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1 649 950.00) 	<p>Project Based Learning(PBL) for Stages 4 and 5.</p> <p>In order to best support students and their learning, a Technology Support Officer was employed to: maintain banks of computers across the school facilitating student engagement with the google platform for learning across the KLAs; trouble shooting hardware problems, helping staff with presentations to engage students digitally.</p> <p>One staff member was employed in the Wellbeing Independent Student Education (WISE) Centre where vulnerable students can have time out and students who need explicit support in reading are able to seek expert help.</p> <p>Five SSLOs employed to support students: for students who need support in Literacy and Numeracy and English Acquisition necessary for their education</p> <p>One teacher was employed as a youth worker mentoring 'at risk' students</p>
Support for beginning teachers	<p>Head Teacher Mentor</p> <p>Release time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$53 035.91) 	<p>Teachers continuing with Action Research project into next year.</p>
Targeted student support for refugees and new arrivals	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$4 549.00) • English language proficiency (\$123 629.00) 	<p>MCC had 23 committed members from across the school</p> <p>10 teachers trained in Teaching Refugee Students (10 hours registered hours)</p> <p>75 teachers completed PL for Trauma in Formed Teaching PI</p> <p>15 students participated in the Macquarie University LEAP program.</p> <p>20 students attended the New Hoizons Program</p> <p>3 students obtained scholarships from the Public Education Foundation; One student successfully won an apprenticeship; two were successful in obtaining entry to University and one student successful for TAFE</p> <p>6 girls completed the Swim School</p> <p>Staff evaluated the Trauma Informed Teaching as one of the best PLs they had ever done.</p> <p>One student supported by panel members of the Public Education offer: Scholarship offered and refused to a Private School; Lap top provided by the panel, member.</p> <p>20 students completed the Surf Education</p>

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$4 549.00) • English language proficiency (\$123 629.00) 	Program
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	517	522	535	536
Girls	505	526	588	563

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.4	94.6	92.8	93.7
8	91.1	91	90.6	92.8
9	91.6	91.5	87.2	91.9
10	88.7	90.2	88.5	88.9
11	90.5	88.3	88.6	91.4
12	88.6	88.5	85.6	91.8
All Years	90.9	90.8	89	91.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

The overall attendance rate for the school is 91.8%, which is above state average (89.6%). Students taking unauthorised leave (that is leave for matters other than to attend a school or State sanctioned event) were not granted an exemption from attending school. This mainly applied to those students taking extended periods of time away from school for family holidays.

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

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

with carers and parents.

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	4
Employment	0	6	9
TAFE entry	2	18	21
University Entry	0	0	65
Other	1	0	1
Unknown	0	N/A	N/A

This year we had a 15% increase in the number of students attending University. 7% of the TAFE students had also secured an apprenticeship /traineeship.

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

Year 12 students undertaking vocational or trade training

46.15% of Year 12 students at Northmead Creative and Performing Arts High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.1% of all Year 12 students at Northmead Creative and Performing Arts High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Northmead CAPA High School offers three vocational education (VET) frameworks - Hospitality, Construction, Entertainment .

Course competency completion

In 2020, 56 out of a possible 74 students completed the optional HSC examination in their VET subject.

Construction

- 6 students achieved Cert II in Construction Pathways
- 9 students achieved a Certificate of Attainment Cert II in Construction Pathways
- 3 out of 15 students completed the HSC examination and achieved at higher levels Bands 5-4.

Entertainment

- 10 students achieved a Statement of Attainment in Cert III in Live Production and Services
- 6 out of 10 students completed the HSC examination and all students achieved Bands 4-5
- **Hospitality**
- 29 students achieved a Statement of Attainment in Cert II in Hospitality
- 14 students achieved the full Certificate II qualification in Hospitality.
- 27 out of 49 students completed the HSC examination and achieved at higher levels than previous years :

Exit Survey Analysis

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

96% of students indicated the course provided an awareness of industry practices and prepared them well to work in the industry. In addition:

- 100% felt the training methods used by teachers were effective in developing their skills
- 86% found work placement met their expectations.
- 100% of students stated their teacher provided opportunity for questions and 93% said they understood their learning needs. 96% of students said their teacher had a thorough knowledge of the course content and communicated it effectively.

Work placement is a NESA requirement for all VET courses. Prior to students entering into work placement they are required to finish an industry readiness program run by both AUSSIP and their course teachers to ensure they are 'work-ready' Students indicated that this prepared them to be ready for the workplace. .COVID affected work placements and reduced the number of hours by half.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,706,992
Revenue	12,617,600
Appropriation	11,857,727
Sale of Goods and Services	55,002
Grants and contributions	688,420
Investment income	4,623
Other revenue	11,828
Expenses	-12,099,457
Employee related	-10,858,570
Operating expenses	-1,240,886
Surplus / deficit for the year	518,143
Closing Balance	2,225,135

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.

	2020 Approved SBA (\$)
Targeted Total	131,264
Equity Total	690,136
Equity - Aboriginal	18,663
Equity - Socio-economic	201,832
Equity - Language	199,787
Equity - Disability	269,854
Base Total	10,144,377
Base - Per Capita	269,870
Base - Location	0
Base - Other	9,874,508
Other Total	451,525
Grand Total	11,417,303

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

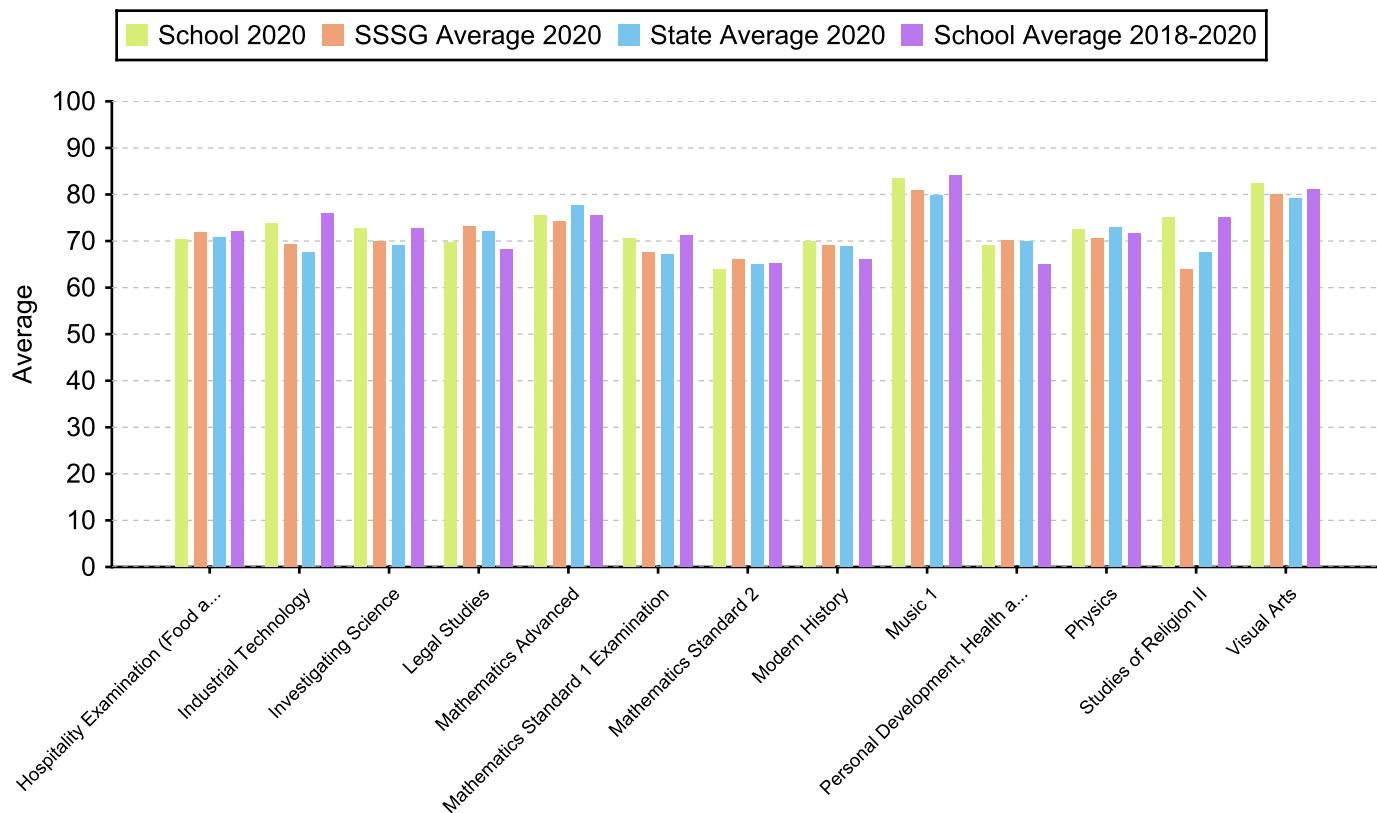
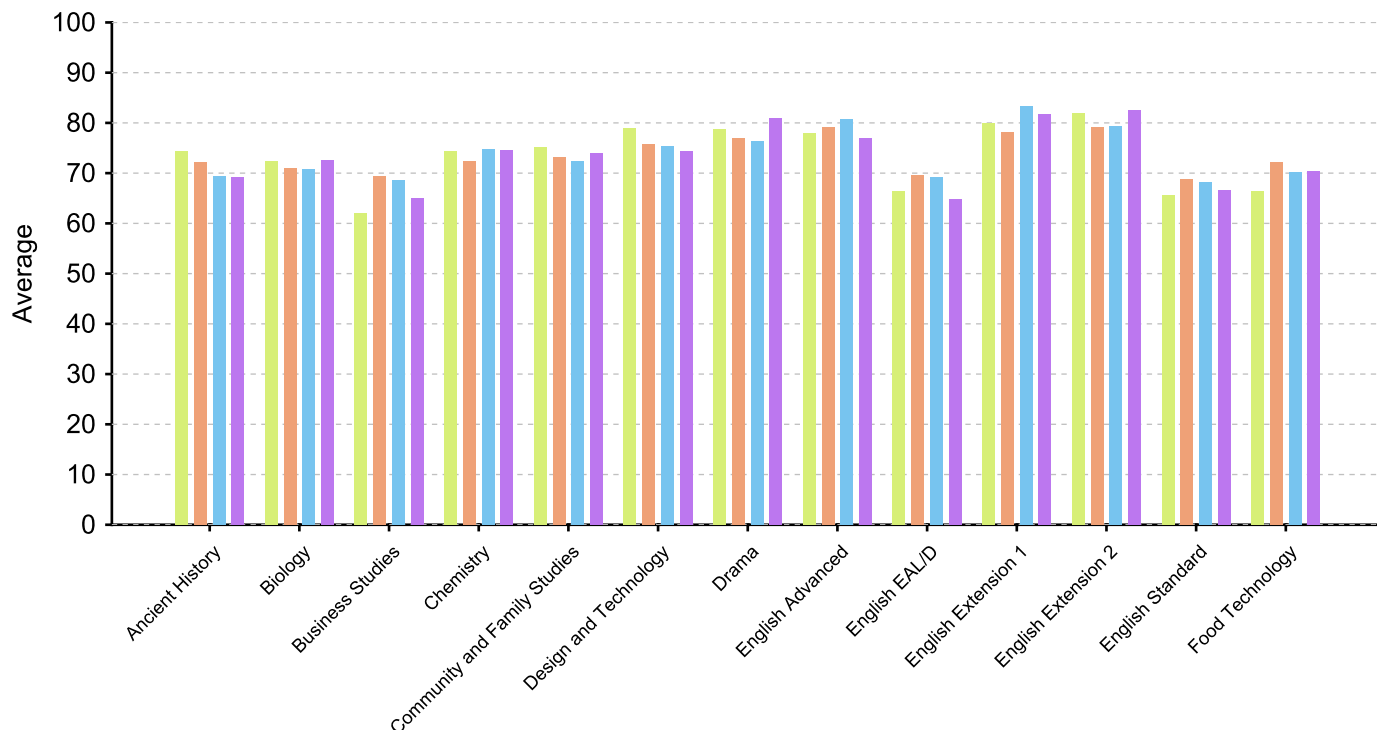
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	74.4	72.1	69.4	69.1
Biology	72.4	71.1	70.8	72.6
Business Studies	62.1	69.4	68.6	65.1
Chemistry	74.3	72.3	74.8	74.7
Community and Family Studies	75.2	73.2	72.4	73.9
Design and Technology	79.0	75.7	75.4	74.3
Drama	78.8	77.0	76.4	80.9
English Advanced	78.0	79.2	80.8	76.9
English EAL/D	66.3	69.6	69.3	64.8
English Extension 1	80.0	78.1	83.4	81.8
English Extension 2	82.0	79.1	79.3	82.4
English Standard	65.6	68.8	68.1	66.5
Food Technology	66.3	72.1	70.2	70.4
Hospitality Examination (Food and Beverage)	70.3	71.8	70.8	72.1
Industrial Technology	73.8	69.3	67.5	75.9
Investigating Science	72.7	69.9	69.0	72.7
Legal Studies	69.7	73.2	72.1	68.2
Mathematics Advanced	75.5	74.3	77.7	75.5
Mathematics Standard 1 Examination	70.5	67.6	67.2	71.3
Mathematics Standard 2	64.0	66.0	64.9	65.3
Modern History	69.8	69.0	68.9	66.1
Music 1	83.4	81.0	79.8	84.1
Personal Development, Health and Physical Education	69.0	70.2	69.9	64.9
Physics	72.4	70.6	73.0	71.6
Studies of Religion II	75.0	64.0	67.5	75.0
Visual Arts	82.3	80.0	79.2	81.1

Parent/caregiver, student, teacher satisfaction

The school has made use of the Department of Education's Tell Them From Me survey facility for a number of years and draws heavily on the data extracted from the results. In 2020 the school conducted an internal parent survey where an increase of 50% in parent respondents. Most were, however, generally satisfied with the school and the education their child was receiving. Parents receive information from the school via the 'parent portal'. the parent portal has become a vital tool in the communication between the school and its parent community. Through this parents have access to their child's timetable, assessment schedules, curriculum handbooks, attendance record, academic reports, NAPLAN results and school newsletter. In 2020 the percentage of parents accessing information was 73.4%.

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

Student responses to the Tell Them From Me survey indicated they were at NSW Government School norm in relation to the effort they applied to their learning. While the response to 'being interested and motivated' has improved last year to 34% it was 6% above Government School norm. Students report a 70% school mean for a positive sense of belonging at school which is a 6% increase since 2019 and continues to be above the Government School norm. Additionally, students gave the school's focus on High Expectations a positive rating of 73%. Students rated the school's expectation of success as 7.8 which is .8 above the government norm.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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