

2020 Annual Report

Nepean Creative and Performing Arts High School



*Creative and
Performing Arts*

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Introduction

The Annual Report for 2020 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.

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Message from the principal

I am pleased to present the Nepean Creative and Performing Arts High School 2020 Annual Report to our community. This report provides a summary of our continuing focus on improving best practice teaching and learning, our collective goal of engaging students in rich learning experiences, and the fostering of a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Nepean Creative and Performing Arts High School has carefully utilised funds from the Resource Allocation Model (RAM) to develop the key school initiatives to support the core business of teaching and learning in the classroom.

At Nepean we acknowledge that each child brings unique talent and interests that must be engaged and nurtured for success. Our diverse curriculum is designed to cater for the selective stream for the Creative and Performing Arts auditioned students in each year group, whilst also ensuring local area students are able to access a wide range of educational options. The curriculum in our Special Education Unit meets the needs of students with hearing impairment, as well as students with mild and moderate intellectual disabilities.

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

Our innovative curriculum, specialised teachers, and enhanced company and ensemble electives ensure students have every opportunity to excel in: academic subjects, the Arts, sport, Vocational Education, leadership, and a wide range of extra-curricular areas. The school continues to focus on the Positive Behaviour for Learning framework, whereby we clearly communicate high expectations for positive student behaviour in all settings across the school.

2020 has been a year of growth for Nepean Creative and Performing Arts High School amidst the unprecedented challenge of the COVID-19 pandemic. We adapted swiftly and effectively to the 'learning at home' phase of the school year, and also underwent External Validation in Term 3. The end of term 3 also saw the retirement of our longstanding Principal, Mr Max Foord. Amidst these events, we continued to build upon our curriculum structure and enhanced elective options to engage our students and provide opportunities to excel within the limits available during the COVID-19 restrictions. The success of much of this work is evident in the achievements of our graduating Year 12 cohort, where our highest achievers were able to demonstrate outstanding academic achievement across a range of courses.

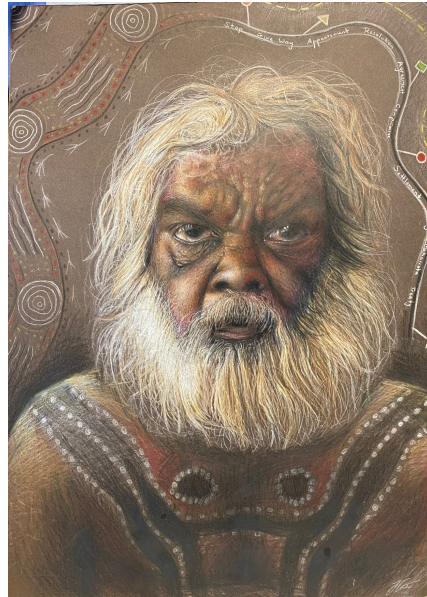
Staff have engaged with a range of professional learning opportunities throughout 2020 to support the work of the strategic directions, including professional learning in differentiation, growth coaching, programming and assessment in the online learning context, sharing online teaching practices, and the Positive Behaviour for Learning framework. These were specifically tailored to supporting staff to continue to meet the needs of our students amidst the rapidly changing nature of curriculum delivery due to the COVID-19 pandemic. Staff also participated in valuable professional learning in Aboriginal Education, developing personalised acknowledgement of country statements that enriched staff understanding of, and connection to, this important Aboriginal custom.

I certify that the information in this report is the result of a rigorous school self-evaluation process, which was

underpinned by the External Validation process, and is a balanced and genuine account of the school's achievements and areas for development. Nepean Creative and Performing Arts High School looks forward to further success and growth in 2021, and hope that parents and the members of our community who read our Annual Report gain a clear insight into the expertise of our staff, our thorough planning processes, and the many successes of our students.

Mrs Tania Irons

School Principal



NSW Schools Reconciliation Challenge: Lucas G.
"Uncle" - featured artwork.

School vision

To promote and sustain a school wide culture of high expectations and shared responsibility for student engagement, learning, wellbeing and success.

To foster an environment where students, staff and parents work together towards the collective goal of engaging every student in rich learning experiences that develop the skills vital for flourishing now and into the future.

In all things, we endeavour to aspire 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 1164 in 2020. 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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

The following areas were identified as key future focus areas for school improvement:

Wellbeing: School wide approach to classroom management promoting student engagement and responsibility for learning. | Continue to develop consistently applied PBL practices and processes. | Provision of targeted professional learning to develop positive respectful relationships that are evident through optimum conditions for student learning across the school

Curriculum: Development of a consistently applied whole school approach to evidence-based teaching methods. | Strengthen programs show systematic planning and lesson planning that includes progress and achievement data, curriculum requirements, student feedback and continuous improvement for all students.

Assessment: Develop consistently applied whole school processes to obtain and provide student feedback to inform teaching practice and student growth. | Develop consistently applied whole school procedures to support flexible,

strategic and effective assessment practices that utilise student progress and achievement data to evaluate and support student learning over time. | Explicit focus on formative assessment and student feedback.

Educational leadership: Develop contexts to promote and encourage authentic engagement. | Develop systems and procedures to ascertain and evaluate the effectiveness and impact of community engagement and communication practices.

Learning Culture: Develop a whole school utilisation of technology that ensures the most effective evidence-based technology methods optimise learning progress for all students across all range of abilities. | Use technology to analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

External Validation and the self assessment against the School Excellence Framework informed the work of the Situational Analysis conducted during Term 4, which is the first step in implementing the School Excellence in Action policy throughout the next school planning cycle. Each of the areas of the School Excellence Framework that was identified as our next steps in school improvement will be addressed in the upcoming Strategic Improvement Plan 2021-2024.

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 parent participation in workshops on whole school priorities.
5. Sustained engagement in school community networks like the Nepean Education Alliance.
6. 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

The COVID-19 Pandemic required a swift re-positioning of the manner in which teachers engaged with the processes within the final year of our School Plan. In particular, the plans to engage in professional learning around data analysis and data engagement to assess improvement, and to inform and influence practice, was re-routed to focus on professional learning to support teaching through the online learning platform of Teams during the 'learning at home' phase. An evaluation of the progress towards achieving the improvement measures through each process is outlined below.

Progress towards achieving improvement measures

Process 1: Students

Students will receive formative feedback that will enable them to identify what they need to do to improve.

Evaluation	Funds Expended (Resources)
Individualised 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, the Year 6-7 literacy metalanguage program and the senior writing project. Evaluations of these programs have highlighted the impact of targeted and explicit teaching of writing skills for senior students. In particular, RAP analyses triangulated with qualitative evaluations of these projects have shown that the Leadership Development Initiative which supported Stage 6 writing development in HSIE, as well as the senior writing project, led to a significant increase in the number of Band 6 and E4 results in HSIE, as well as English in the 2020 HSC.	<p>TPL Team learning sessions as part of weekly meeting schedule \$1,000</p> <p>Nepean Learning Community resources \$500</p> <p>Leadership Development Initiative funding \$2500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6000.00)

Progress towards achieving improvement measures

A Professional Learning team focusing on 'Learning Intentions and Success Criteria' (LISC) has operated for the second year. This has resulted in the extended implementation of LISC across the school and a focus on how LISC supports formative assessment. This will be further developed in the 2021-2024 School Improvement Plan.

The implementation of e-portfolios was abandoned due to the disruption of the response to COVID-19.

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>Professional learning was conducted with all staff to support the implementation of ALARM to improve student writing skills. ALARM continued as a visible focus in the school and is embedded in all assessment task notification templates. The evaluation of this undertaken through the External Validation process has highlighted the need to refine the use of the ALARM scaffold to more specifically and intentionally target its use moving ahead in 2021, in order to more specifically improve practice in the areas of assessment for and as learning.</p> <p>All Stage 6 staff have undertaken HSC RAP data analysis to inform future improvements in delivery of HSC courses., with a greater number of staff demonstrating extensive understanding of this process, using the data effectively to inform future curriculum delivery. RAP analysis has been included as an essential element of the 2021 HSC Monitoring process.</p> <p>The training in SCOUT and Using Data with Confidence undertaken by all Executive staff in 2019 supported a consolidation of leaders' confidence in supporting teachers to access and use data to inform practice. The use of data to inform teaching and learning has improved, however, it remains a priority as identified in the External Validation conducted in 2020.</p>	<p>RAP data regional expert \$1000</p> <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>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$6000.00)

Process 3: Leaders

School leaders will scope and resource learning opportunities related to ALARM, Office 365 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 (Stage 4 Literacy & Numeracy) ALARM (Write it Right) and OneNote maintained a scoped and sequenced program of 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 stage 4 literacy and numeracy program was embedded into the morning roll call structure. With the advent of online learning the use of Teams is became more consistent and effective across the school.</p> <p>Staff developed their skill and capability in the use of online learning platforms and strategies to deliver lessons through technology during the Covid-19 pandemic. Previous professional learning provided a sound base for this progression to enable effective learning to continue throughout this phase of disrupted school life. Staff developed their ability to create and</p>	<p>Professional Learning Budget for ALARM \$1500 and Bump It UP \$4,000</p> <p>Access to Microsoft Consultant. \$1000</p> <p>Stage 4 Literacy and Numeracy Roll Call program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$125000.00) Professional learning (\$6500.00)

Progress towards achieving improvement measures

provide teaching resources, communicate with staff, students and parents and provide feedback in online forums.	
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Next Steps

Much of the work started in the projects in this strategic direction over the last 3 years will continue into the new Strategic Improvement Plan 2021-2024. The External Validation process highlighted the need to strengthen our use of data to inform practice in teaching and learning, which will be reflected in our improvement efforts next year. The use of formative feedback, as well as learning intentions and success criteria as formative assessment strategies to improve student learning will also feature in the next Strategic Improvement Plan 2021-2024. Literacy and numeracy development across the curriculum and across all stages will continue as a future focus.

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. Consolidate Growth Mindset Model with an emphasis on student self-reflection tools.
3. School wide implementation of PBL evidenced through enhanced student engagement and wellbeing as evidenced through TFI data.
4. Sustain 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

Whilst the COVID-19 Pandemic required a swift redirection of the school's focus, the planned processes for engaging students in their learning, gained even more prominence in 2020. See below for specific progress towards achieving the improvement measures in the area of learning.

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. 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: 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)
<p>A Year 12 Induction Day was held in Term 1 that explicitly addressed goal setting and time management to support senior students optimise self-management of their own learning for the HSC. The percentage of students achieving Bands 5 and 6 in the HSC increased from 14.6% in 2019 to 16.5% in 2020. Band 6 results were achieved in 8 subjects in 2020, an increase from 6 subjects in 2019.</p> <p>Evaluation of NAPLAN results is not possible as these assessments did not proceed due to COVID-19 restrictions in 2020. Remote learning did, however, promote a dramatic increase in the effective use of online learning</p>	<p>Wellbeing team conference</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Progress towards achieving improvement measures

platforms, specifically Microsoft 365 suite including Teams. When students returned to school after remote learning, survey data showed that 78% of students had access to a device that they could bring to school to support online learning, supporting the goal to reinvigorate the school's BYOD policy.

Student attendance rates improved from 83.6% in 2019 to 85.4% in 2020. The number of students attending school more than 90% of the time increased from 41.4% in 2019 to 50.3% in 2020. These improvements can be attributed to the increased focus on whole school wellbeing programs such as PBL and the introduction of a Head Teacher Wellbeing, as well as an increased and more intentional focus on attendance monitoring procedures. Tiered Fidelity Inventory (TFI) data showed that 67% of staff and 50% of students could identify the school-wide expectations of the PBL program when surveyed in Semester 1. Intentional and strategic PBL interventions, including weekly focus lessons delivered to all students around the school core values of Care, Opportunity and Success from Term 2 onwards, increased positive learning culture, particularly with the reduced social contact experienced due to COVID-19.

COVID-19 prevented the traditional celebration of student success and achievement with students and families in school recognition assemblies in 2020, however a student only assembly was held in Term 4 that was based on modified criteria to celebrate and recognise the significant achievements of students in all year groups.

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>All staff engaged in professional learning to explore strategies to promote growth mindset when working with students. This approach supports students to take ownership of their own learning and behaviour to promote improved learning outcomes.</p> <p>Engagement with regional Learning Alliances, including the Nepean Learning Alliance and the Penrith Learning Alliance, was not possible through traditional meetings and workshops in 2020 due to COVID-19 restrictions. However, the introduction of a Transition Coordinator position in 2020 developed significant links with learning between our local feeder primary schools to support student transition from primary school to high school. A specific focus on literacy and numeracy allowed staff to identify student needs that would need to be addressed in the incoming Year 7 cohort. Staff engagement in professional learning on differentiation at the Term 3 Staff Development Day aimed to build their skills to meet the diverse learning needs of their students.</p> <p>All staff engaged in delivery of the Positive Behaviour for Learning focus lessons each week. This initiative was a response to students returning from isolated remote learning from home and was effective in providing a common platform of positive language across the school.</p> <p>There has been an increase in the number of staff applying for and undertaking NAPLAN and HSC marking experiences across all KLAs. A number of faculties also undertook corporate marking experiences to build individual and faculty capacity in improving consistency of teacher judgment in assessment, thus contributing to increased confidence in teachers to apply</p>	<p>Programming time</p> <p>Release for HSC-style and NAPLAN-style Marking and Pilot marking sessions</p> <p>Learning and Support Team interventions and support</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$5000.00) • Low level adjustment for disability (\$10000.00)

Progress towards achieving improvement measures

consistent judgement on the quality of student work.

The continuation of the roll out of the new differentiated programming template was applied to all to new curriculum, with teaching and learning programs articulating differentiation and adjustments to the curriculum to both support and enrich the learning experience for all students.

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 or Quality in PBL have all been utilised to inform, modify and enhance practice. Executive leaders ensured staff were supported in analysis of HSC data to inform improved teaching of HSC courses.</p> <p>Executive staff consolidated their use of the Growth Coaching model in conducting conversations with their staff to promote and extend the professional growth of all teachers, with skills and knowledge explicitly practised in executive meetings and implemented in Professional Development Plan meetings.</p> <p>The External Validation process provided school leaders with the opportunity to reflect upon the impact of existing structures and practices within the school that support collaboration between staff, students and parents to improve student learning. The 'Learn at home' phase during the COVID-19 pandemic provided staff with increased opportunity to collaborate on teaching and learning practices, thus highlighting the need to strengthen structures across the school community that enable authentic collaboration.</p>	<p>Survey Monkey</p> <p>Tell Them From Me Survey</p> <p>PBL Regional Coach</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Next Steps

The External Validation process has highlighted that our evaluative practices have focused most specifically on evidence of implementation, and we have thus begun working towards planning for evaluation of impact on learning. Much of the work started in the projects in this strategic direction over the last 3 years will continue into the new Strategic Improvement Plan 2021-2024. This includes work to increase student goal setting and responsibility for achieving their goals, data analysis to inform teaching practice, and collaborative practice.

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. Sustained use of the physical learning environment of the school, including open and closed learning spaces.
4. Increase in positive Sentral entries for 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

The Positive Behaviour for Learning framework has been strengthened across this year. A focus on supporting students with improving their literacy and numeracy skills, as well as providing support for staff to meet the specific learning needs of students with additional learning needs, has been a strong feature of our work in this strategic direction in 2020.

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)
<p>Learning and Support teachers and School Learning Support Officers worked with individual students, in small group within mainstream classrooms and at Homework Centre to improve learning outcomes for students with additional learning needs and to develop their skills in managing their own learning. The Teaching and Learning Team provided professional learning and support for classroom teachers to differentiate learning and assessment for identified students to meet course outcomes.</p> <p>SLSOs were timetabled in mainstream classes to assist students with integration funding, and other students with additional learning needs, to fully engage in their learning and meet course outcomes. The collection and sharing of information related to the needs and skill development of targeted</p>	<p>Professional Learning</p> <p>Learning and Support Team</p> <p>RAM Funding for Learning and Support Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$3000.00)• English language proficiency (\$16992.00)• Integration funding support

Progress towards achieving improvement measures

students was enhanced in 2020 by using the Profiles function in Sentral. All teachers and executive staff are now able to access this information to plan adjustments and interventions for students to improve engagement and attainment.

All Year 11 students who had not meet the Level 3 of the Australian Core Skills Framework in numeracy, reading and/or writing tests were supported by School Learning Support Officers. As a result, only two students are yet to meet the standard in numeracy. All Year 12 students met the standards in each of the three assessment areas.

All Year 10 students participated in Minimum Standards testing for Reading, Writing and Numeracy. By the end of the year, approximately 20% of students had yet to meet the standard in one or more of the tests. This number reflects the challenge of supporting this cohort of students in an online forum for a significant part of terms 1 and 2.

Both Preliminary and HSC students participated in a Senior Recharge Day which incorporated targeted workshops on Goal Setting, Time Management, Mindfulness, Note Taking Skills, Study Techniques, Achieving Success in the HSC and Transition Planning. These workshops were developed and implemented by NCAPAHS teachers, thereby demonstrating increased leadership and involvement in school-based initiatives. These school-developed sessions were supplemented by presentations from student and wellbeing specialist, David Merza, and Elevate Education. Collectively the day supported the development of a range of study skills and management techniques of our Stage 6 students.

PBL continued to be embedded across the school to reflect the core values of Care, Opportunity and Success. The delivery of weekly PBL lessons to all cohorts, which were developed by the PBL Team and informed by staff feedback, supported the development of student understanding and their shared ownership of creating a positive, safe and respectful school environment. This is evidenced by an increase in staff use of Sentral to recognise positive behaviours of students, as well as an increase in the total number of positive Sentral entries for students.

The onset of COVID-19 and the subsequent shift to remote learning from home necessitated the whole-school shift to the use of Microsoft TEAMS as an online teaching and learning delivery platform.

(\$66331.00)
• Low level adjustment for disability (\$284010.00)

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>The Learning and Support Teachers evaluated and improved the NCCD handbook for teachers and linked the information to Sentral class lists to enhance access. This information is used by teachers and Learning Support staff to plan for, resource and provide disability provisions for assessment tasks for targeted students. The result is that all students are able to participate in learning that meets their needs and potential.</p> <p>The LaSTs and SLSOs conducted teacher professional learning workshops at two School Development Days to build the capacity of all staff to use the NCCD Handbook to identify students with additional learning support needs in their classes and to program teaching, learning and assessment activities</p>	<p>Teams Meetings</p> <p>Teaching and Learning Team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$3000.00) • Low level adjustment for disability (\$119934.00)

Progress towards achieving improvement measures

to meet their needs. Support resources such as Learner Profiles were evaluated and improved and teachers were trained to access and use these and other resources to support programming and assessment task design.

The Year 12 Assessment Handbook was reviewed and new procedures incorporated into the handbook and whole-school procedures more commensurate with NESA Stage 6 Assessment requirements. This was reinforced through the review, refinement and development of new HSC Monitoring Procedures. This, along with the delivery of staff professional learning on these, increased consistency of whole school monitoring and compliance with NESA.

Two new teams were added to the professional learning agenda; the Future Focused Learning Team lead by an expert classroom teacher. This team included representatives from each KLA and built the capacity of its members to develop the learning skills of high achieving students. The Write Stuff team, lead by a Head teacher and member of the senior executive, enhanced the capacity of a cross faculty group of teachers to explicitly teach writing. These teams met twice per term to develop teaching and assessment strategies and resources and to share their impact on the written work produced by students.

The use of Microsoft Teams was a focus for faculty professional learning in 2020 as teachers adapted instruction and learning resources for this online platform. As a result, all teachers now use Teams to enhance engagement in their classrooms and provide access for students who need to learn more flexibly. School development day sessions provided an opportunity for follow up learning and collaboration.

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 embedding of default platforms within the school, inclusive of ALARM, PBL and Microsoft Teams. Evidence of best practice was showcased in these areas. Induction Program and mentoring for new and beginning teachers supported effective classroom management.</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>An Academic Review Process was developed and introduced in Term 3 targeting students in Years 10, 11 and 12. Students with attendance, behaviour and course completion criteria concerns were identified, and tailored individual improvement plans were developed in collaboration with students and parents, and communicated to staff. This process supported the engagement of students, promoted individual student responsibility for learning, and provided opportunities to develop parental partnerships with school personnel.</p>	<p>Leadership Development Initiative Funding \$2000</p> <p>Teacher Professional Learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$4000.00)

Next Steps

Our next steps are to refine many of the existing processes within the next Strategic Improvement Plan 2021-2024. Instructional leadership in the area of embedding evidence-based best practice in effective school resourcing, pedagogical strategies that support improved learning outcomes for students, and the improvement of learning environments that best support student learning will continue as key focus areas next year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal School Learning Support Officer</p> <p>Aboriginal staff</p> <p>ATSI Roll Call program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$80 764.00) 	<p>The process for developing Personalised Learning Pathways, with clear personal goals identified in consultation with students and their families, has been redesigned in 2020 to provide increased support for Aboriginal students and deepen staff understanding of this process. While deep collaboration and consultation involving all stakeholders on the individual learning pathways has not been achieved for all students, Individual Learning Plans have been developed in consultation with all students with identified learning needs. All students are provided with a student diary and are supported in their planning for work completion and time management for assessment tasks and homework by support staff and their teachers.</p>
Low level adjustment for disability	<p>Learning and Support Teachers</p> <p>School Learning Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$164 076.00) 	<p>Stage 4 students were identified and targeted as a result of transition programs and information. Information about student's disabilities and/or learning needs was disseminated to staff through personalised Learner Profiles, detailing suggested strategies that would allow students to access the curriculum.</p> <p>A Year 8 boys group was supported with a tailored Literacy initiative, focusing on reading and comprehension skills. This fed into more differentiated assessment strategies in collaboration with their classroom teachers. These strategies included the use of metaphor and analogy for writing quality paragraphs, explicit modelling during lessons and immediate feedback on student's written products.</p> <p>Scaffolds and tools were created for Stage 4 students to help them 'chunk' down learning tasks and assessment tasks. These tools included additional visuals, explicit numbered steps in a process, voice-overs in a Powerpoint presentation, exit tickets and 'To Do' lists to help students prepare for and plan their assessment tasks.</p> <p>During the COVID-19 lockdown, students were supported online through private Microsoft Teams channels and contact with parents/carers. The Stage 4 LaST also made modifications to assessment tasks in consultation with classroom teachers and students, based on their learning needs.</p> <p>The Stage 4 LaST supported 12 OOHC students throughout 2020.</p> <p>LaST support was also provided to students in Stages 5 and 6, particularly focused on supporting students' literacy and numeracy development.</p>
Socio-economic background	<p>RAM funded additional Deputy Principal (ACIP)</p>	<p>The permanent appointment of these two positions has enabled the school to embed</p>

Socio-economic background	<p>RAM funded Head Teacher Wellbeing (ACIP)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$308 485.00) 	<p>student wellbeing support structures that underpin improved processes in the following areas: complex case management for students with additional learning and wellbeing needs, student attendance, student engagement, faculty support for teaching and learning programs, and the Positive Behaviour for Learning (PBL) framework. Furthermore, increased alignment between the work of the Wellbeing team and the Department of Education Student Wellbeing Framework has been a feature of the roles undertaken within these two positions. The development of the PBL fortnightly lessons has been led by the PBL team, within the Head Teacher Wellbeing roles and responsibilities, contributing positively to a significant decrease in student suspensions from 2019 to 2020.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43 763.00) 	<p>In 2020, Beginning Teachers had access to support and professional guidance from a former Head Teacher Mentor. As part of this support, all Beginning and unaccredited teachers participated in a one-day professional learning workshop in Term 2. Staff were invited to explore and discuss the Teaching Standards and consider the ways in which they currently meet these at a Proficient level.</p> <p>Beginning Teachers were provided with explicit guidelines around the completion of their Portfolios and robust discussions allowed for deep thinking about the types of evidence staff could include in their portfolio. They spent time delving into the features of quality portfolios, looking at a range of completed packages and annotations, and considering the ways they could write about their evidence so that it was rich and meaningful. Teachers were given scaffolds and tools to help them plan and draft their evidence annotations. As a result, staff became more metacognitive about their practice and developed a greater understanding of the role the Teaching Standards play in their daily practice. This support was also extended to Head Teachers as they embarked on writing their Supervisor Reports. As a result, in 2020 two beginning teachers completed and submitted their Accreditation for Proficiency.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	408	402	429	435
Girls	670	680	709	656

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.7	90.9	90.9	92.8
8	90.4	89.7	87.7	90.8
9	90.4	85.1	86.2	89.6
10	87.8	87.4	84.8	88.6
11	86.8	84.8	86.4	84
12	89.5	83.7	87.5	90.6
All Years	89.9	87.3	87.3	89.6
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.

With this in mind, from the data presented, there are increases in attendance in all year groups except Year 11. Internal data analysis suggests this decrease in Year 11 may be attributed to students being in the early stages of undertaking challenging Stage 6 courses and having to navigate new content online via digital platforms without the regular face to face contact with staff.

Increased levels of anxiety and mental health related concerns were well documented across the country at this time, and whilst our attendance data indicates improvements in the majority of year groups, it has been noted that the extended time away from school during the pandemic has exacerbated non-attendance concerns for a small number of students.

Positive school attendance is strongly correlated with improved long term educational outcomes for both children and young people. When a child is absent from school, they miss important opportunities to learn and to access educational resources, to develop positive relationships, to build upon support networks and to refine life skills that will serve them

well into their future.

Regular attendance at school is a shared responsibility between schools, parents and guardians. Working together along with the implementation of appropriate support structures, such as referrals to internal and external agencies, we can have a positive impact on supporting our children and young people to regularly attend school.

Our staff promote and monitor regular attendance at school. We have effective measures in place to record attendance and to follow up on student absences promptly. The school also puts measures in place to support students and parents who wish to explore alternate educational or workplace settings, through collaboration with the school counsellor and/or careers advisor to ensure individual student needs are met. They are guided by the School Attendance policy which details the management of non-attendance.

The school has been working hard to further improve on communication with parents in relation to timely explanations for all absences and has strengthened communication with staff in relation to roll anomalies and high expectations around accurate roll marking and documentation of student movement.

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	N/A	N/A	3
Employment	3.8	8	10
TAFE entry	3.8	4	12.5
University Entry	N/A	N/A	66.9
Other	N/A	1	4.6
Unknown	1	2.3	3

Year 12 students undertaking vocational or trade training

43.52% of Year 12 students at Nepean Creative and Performing Arts High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.6% of all Year 12 students at Nepean 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.

As is well documented, 2020 was a very different year for all. In total 143 students of our students were completing their final studies, with 98% obtaining their Higher School Certificate. A total of 112 students were eligible for an ATAR (78%), and 18 students completed a non-ATAR pattern of study (13%). A further 10 students achieved their HSC Life Skills certificates, and another 3 students (2%) achieved a Year 12 Record of School Achievement (RoSA).

Year 12 students applying for university entry were provided with additional selection criteria support, especially through our footprint university, Western Sydney University (WSU) with their Subject True Rewards program that allows students to apply for entry into a 2021 course based on their year 11 results. Some 41 students (30.8%) were offered and enrolled in a university course at Western Sydney University. A further 47 students (42%) applied for university entry through the

University Admissions Centre (UAC). Overall, the total number of students commencing university studies in 2021 was 89 (66.9%), which is more than double than previous years.

It is also pleasing to note that of the 47 students who applied through the UAC process, 46 also applied for Schools Recommendation Scheme (SRS). The one student who did not apply for SRS was our International student, who was not eligible to do so.

Of the 47 students who applied through UAC, students opted to study at the following universities: 14 at Western Sydney University; 9 at Macquarie University; 7 at University of Sydney; 4 at University of Technology Sydney; 3 at University of New South Wales; 3 at Charles Sturt University; 2 at Australian National University; 2 at International College of Management Sydney; and one each at Australian Catholic University, University of Canberra and University of Newcastle. Of the 89 offers, 4 were for Diploma level pathways.

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

There were 3 students who undertook a school-based traineeship, 2 were in Early Childhood Education and Care and 1 in Retail. One student is continuing with her employer in Early Childhood and will undertake Diploma studies.

The industry areas that generated the most interest for future employment through tertiary education were health (including sports and exercise sciences, nutrition and psychology); Science (including medical science with Forensics, education and environmental and animal studies); Information Technology; and Design and Media Communications. There was a significant variety of courses that students chose to study. Of great note is that the boys school captain was awarded a prestigious Dalyall Scholarship to Sydney University to study a combined Bachelor of Arts and Bachelor of Advanced Studies where he will major in Political Studies.

Vocational Education and Training courses remained a popular option with this cohort as in previous years, with 43.52% of Year 12 students studying a VET course. This is consistent with an upward trend for students accessing a diverse range of vocational pathways as part of their senior study.

A wider range of VET subjects were offered to students with the addition of frameworks such as Sports Coaching and Music Industry. As a consequence, a greater number of students achieved their HSC in a VET course, although individual subject uptake varied with some increases and some decreases in student numbers.

Year 12 students studied the following courses at school:

- Entertainment Industry 2 Unit (17 students) with all of these students completing the HSC Entertainment examination, and 100% of students successfully attaining their Certificate III in this course
- Entertainment Industry Specialisation Study 1 Unit (17 students) with 100% of students successfully attaining their Certificate III in this course
- Information Digital Media and Technology 2 unit (6 students) with all of these students completing the HSC IDT examination, and 100% of students successfully attaining their Certificate III in this course
- Hospitality Food & Beverage 2 unit (10 students) with all of these students completing the HSC Hospitality Examination; 80% successfully attained their Certificate II and 20% gaining a Statement of Attainment
- Sports Coaching 2 unit (7 students) with 86% successfully attaining their Certificate II and 14% gaining a Statement of Attainment
- In addition, 24 Year 10 students were accelerated as a part of a pilot program in which students who gained entry into the school through the audition process for Music were eligible to complete the Certificate III in Music Industry and achieve 2 Units toward their HSC.

In total 40 students studied VET courses at school and a further 14 studied with an external provider, thus 37.8% of the Year 12 cohort included vocational studies in their HSC pattern of study. It is also noted that 65% of those who completed VET studies also included their VET HSC Examination results in their ATAR eligibility.

TVET and School-Based Apprenticeship and Traineeship (SBAT) programs promote the retention of Year 10 students, who might otherwise choose full-time training due to limited knowledge of other pathways. **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 courses in 2020 included Animal Studies, Baking, Beauty Services (Make-Up), Human Services and Travel and Tourism with a total of 8 students undertaking this range of courses.

Year 12 SBATs included one Retail traineeship and two Early Childhood and Care traineeships. **Year 11 SBATs** included Electrotechnology and Construction.

Content Endorsed Courses allowed students to include courses that reinforced their career areas of interest with 5 students completing Sport, Lifestyle and Recreation and another 2 completing Circus Skills for their HSC.

Work Education a combined Stage 5 class in Work Education with 30 students studying this course as a 100 hour elective which provided the students with greater access to work experience on a continual basis as well as alternate programs that were available in the latter stages of the year with external agencies.

Career Programs:

Work Experience was available on a flexible basis for all students 14 years and over at a time that best suited the employer. Work Readiness lessons were delivered to the Year 10 cohort in preparation for work experience on a withdrawal basis.

Year 10 lessons were also allocated to work through understanding NESA and Students online registration, undertaking career planning activities using sites such as Job Jump, Study Work Grow and Career Tools and undertaking virtual work experience using The Careers Department.

LLN Robot was used to assist students who were disengaged from school to support their transition into post school opportunities with TAFE courses and apprenticeship and traineeship positions. Training supplement material was used to support the student in making their transition and ensuring they were aware of the foundation skill requirement for their area of interest.

The Careers Market was not available for students to attend in 2020 due to the COVID-19 pandemic. The school registered for The Virtual Careers Market which was advertised to students and parents/carers to access during and after school times. The school also registered for the Year 13 Careers Expo which saw many year 12 students take up the opportunity.

Tertiary outreach programs included 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. YES courses that students completed include Health Assistance, Interior Design, Automotive and Forensic Science.

Transition programs such as White Card Training, Apprenticeship Club and Health Inspirations with Nepean Hospital operated in 2020. Students benefit from these targeted programs as it empowers them to plan effectively for their future and develop skills to gain employment.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	62.3
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, 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.

Our School Development Days addressed the following topics: Growth Coaching, mandatory training, the Write Stuff, induction for new teachers, programming and assessment in the online learning context, online courses linked to school targets, NESA compliance (HSC courses), differentiation, Positive Behaviour for Learning, sharing online teaching practices, Aboriginal Education, and CPR.

The Beginning Teachers Support Program continued in 2020 with support for classroom management, developing literacy and numeracy teaching strategies within effective evidence-based pedagogy, communicating with and reporting to parents, and self-care. In addition, teachers were supported to collect evidence for Accreditation at proficiency.

No staff embarked upon the challenge of Accreditation at higher levels in 2020. Two staff members completed Leadership Development Projects on effective feedback and received certificates.

The Peer Reading and Stage 4 Literacy and Numeracy Programs continued during DEAR classes this year. Pre and post testing was introduced to enhance evaluative practice. A new professional learning team was established to facilitate growth in capacity of teachers to deliver, track and monitor individual progress towards literacy and numeracy goals. The sharing of practice and resources amongst teachers was enhanced through the use of Microsoft Teams.

Professional learning was targeted to department priorities and school directions as staff are at various stages of career and accreditation levels. Teachers at maintenance level in their final year engaged in regular check-ins to see how the hour collection is progressing. All staff have accessed support on using e-TAMs, and individual support was provided where required. To allow for easier creation of teacher-identified hours in 2020 we began adding short prompts into our agendas linked to the Australian Professional Standards for Teachers.



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	782,914
Revenue	13,711,092
Appropriation	13,069,580
Sale of Goods and Services	275,889
Grants and contributions	359,182
Investment income	2,518
Other revenue	3,923
Expenses	-13,508,387
Employee related	-12,226,821
Operating expenses	-1,281,566
Surplus / deficit for the year	202,704
Closing Balance	985,618

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	66,331
Equity Total	690,251
Equity - Aboriginal	80,764
Equity - Socio-economic	308,485
Equity - Language	16,992
Equity - Disability	284,010
Base Total	11,523,442
Base - Per Capita	285,690
Base - Location	0
Base - Other	11,237,751
Other Total	484,483
Grand Total	12,764,506

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.

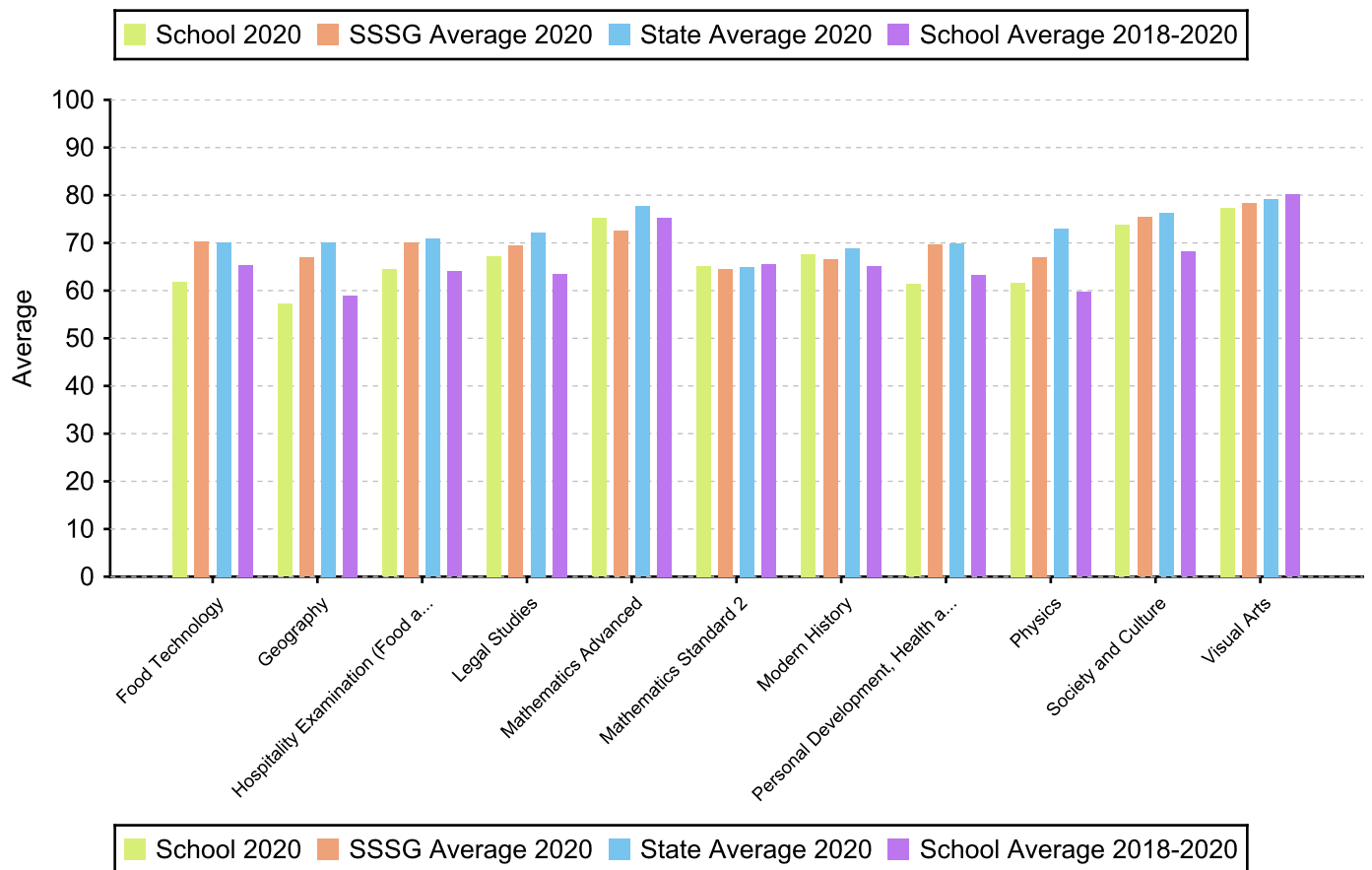
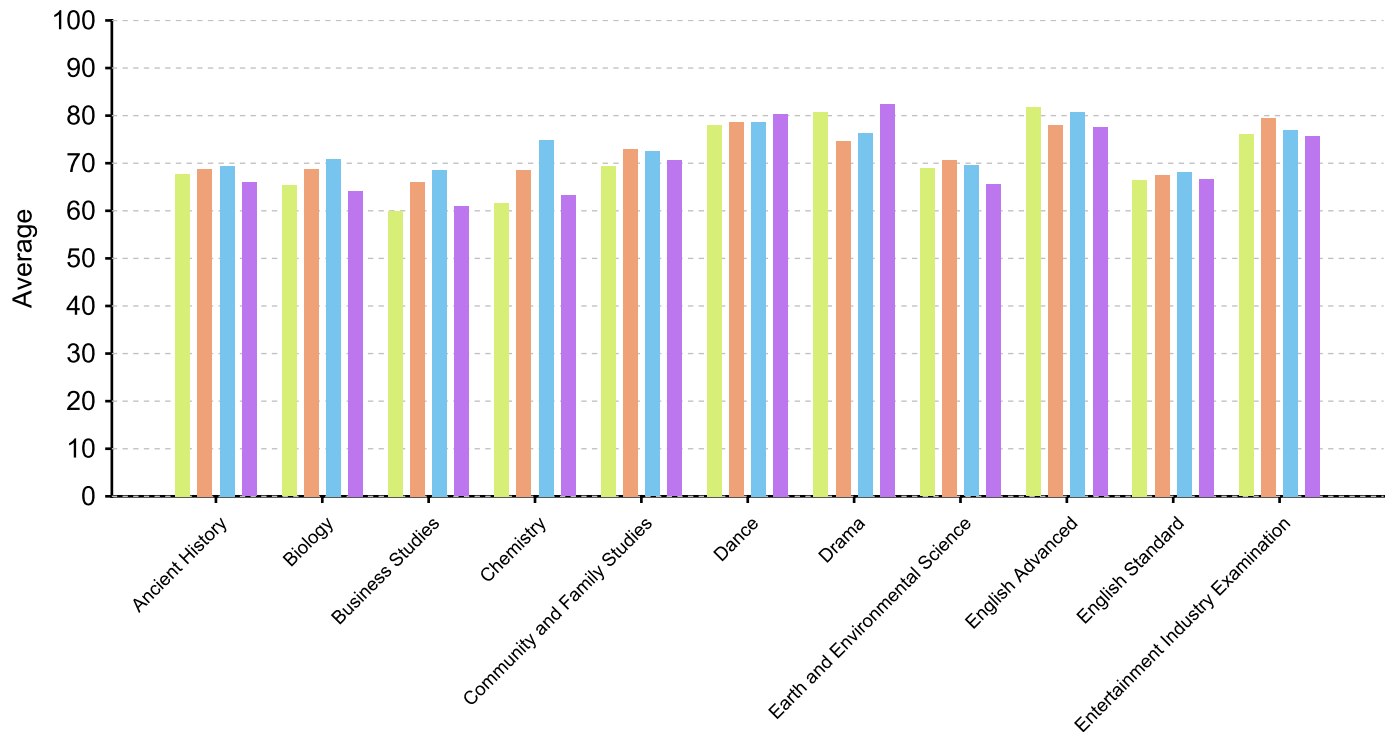


Ash B. The instinctive barriers placed by the human condition

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	67.7	68.8	69.4	66.0
Biology	65.3	68.8	70.8	64.2
Business Studies	59.9	66.0	68.6	60.9
Chemistry	61.7	68.6	74.8	63.2
Community and Family Studies	69.4	72.9	72.4	70.6
Dance	78.0	78.6	78.6	80.3
Drama	80.7	74.6	76.4	82.4
Earth and Environmental Science	68.9	70.7	69.5	65.7
English Advanced	81.7	78.0	80.8	77.5
English Standard	66.5	67.6	68.1	66.7
Entertainment Industry Examination	76.0	79.5	77.0	75.7
Food Technology	61.8	70.4	70.2	65.4
Geography	57.2	66.9	70.1	59.0
Hospitality Examination (Food and Beverage)	64.4	70.1	70.8	64.0
Legal Studies	67.2	69.5	72.1	63.5
Mathematics Advanced	75.2	72.5	77.7	75.2
Mathematics Standard 2	65.1	64.6	64.9	65.6
Modern History	67.6	66.7	68.9	65.1
Personal Development, Health and Physical Education	61.3	69.8	69.9	63.2
Physics	61.6	67.0	73.0	59.7
Society and Culture	73.7	75.3	76.2	68.2
Visual Arts	77.4	78.4	79.2	80.2

Overall we achieved some pleasing HSC results, with 2 students attaining ATARs above 90 and an increase in the number of Band 6 and E4 results. After a tumultuous year characterised by constant challenges posed by the COVID-19 pandemic, we were particularly proud of the resilience and strength of character demonstrated by our Year 12 cohort.

English

2020 was a strong year for English, particularly in relation to our Advanced English Course. Our average of 81.7 was above our SSSG and State average, as well as a clear improvement against our school average in addition to the achievement of 2 Band 6 results. We were 4.2% up on our school trend and this was mirrored in the 3.7% lead on the SSSG and 0.9% above state average reflected the improved strategies and the high expectations that were cultivated throughout the year. These pleasing results were also reflected in the Extension 1 results with E4 and in the Extension 2 results with E4 as well. This has maintained the strong showing in the Extension English that the faculty has enjoyed for a number of years.

In relation to Standard English, the results were a reflection of a consistent level of achievement in this course now for a few years. 66.5% as average was well in line with the historic trend data of 66.7% for the last three years. It should be noted that our average in Standard English was maintained, regardless of the COVID-19 interruptions and teaching staff adapted their strategies to the online environment effectively so that our students could continue their learning. Our results demonstrate that our assessment processes, programming and teaching strategies are valid and effective in delivering the content and skills demanded of the new syllabus. The areas for improvement are still related to the close study of text, where we continue to fall below the desired result. There have, traditionally, been issues with this module as it requires the concentrated focus of students on a single extended written core text. This is an area we are continuing

to focus on with revisions of our text choices to accommodate the learning styles of our students.

Overall, English has, yet again, been a consistent performer with students engaged in their learning right across all years and levels. English results for the majority of our students is a representation of individual and cohort success on a number of levels and should continue to improve in the coming year.

Mathematics

Mathematics Advanced students average scores significantly improved from last year. All students in this small group scored in the bands 3, 4 and 5, with one student achieving 90% in the HSC examination. These results are slightly below the state average but above the average for similar schools. Mathematics Standard 2 students performed well and achieved strong results. The overall results for this cohort were above the state average. Our students who completed the Mathematics Standard 1 course achieved bands 2, 3 and 4. The Mathematics Extension students each achieved an E2. No students received a band 1 in any of the Mathematics courses. 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 and 5.

Students are encouraged to maintain high attendance in class as there was a high correlation between attendance in class and high achievement. Students were strongly supported by teachers during the learning from home period where lessons were conducted online. 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. The Mathematics assessment tasks included tests, assignments and examinations.

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. Teachers consistently support students with anxiety as this continues to be a challenge for some of our pupils.

Science

The Science faculty taught 6 courses in the 2020 HSC - Biology, Chemistry, Earth & Environmental Science, Investigating Science, Physics and Science Extension. All senior science subjects maintained similar HSC results to previous years, however, there were definite improvements in specific areas. Although Biology students remained just under the state average overall, there was a distinct improvement that coincided with the targeted faculty literacy program on comprehension of cross module questions in disease management and ethical issues in biotechnology. The areas needing improvement included the more abstract areas of genetics, including analytical questions concerning DNA processes, inheritance and related graphical diagnostics problems. On examining NAPLAN and VALID data in previous years, there is a similar pattern of difficulty concerning abstract mathematics and graph analysis in the lower years.

The 2020 HSC revealed that Physics students had a distinct improvement from bands 2 to 3, however there was a slight movement out of the higher bands towards band 4. Areas of strength included students having an excellent understanding of electromagnetism and the motor effect, but a poorer grasp of applied motion problems, particularly questions involving vector analysis. Chemistry students had distinct improvements in the longer response questions involving critical analysis of chemical processes, but similar issues to the Physics students with transposition strategies in stoichiometrical mathematics. Again, this latter area links into the school pattern of difficulties in abstract mathematical ideas, as evidenced in NAPLAN and Biology. These are areas targeted for faculty improvement in numeracy for 2021 and beyond across all years.

Investigating Science and Earth and Environmental Science maintained their pattern of significant numbers of students achieving Band 3 and 4 results. Both had small cohorts, making it challenging to conduct valid statistical analysis.

As in 2019, the Science Extension course results were above the state average, and the inclusion of the Sydney University Science Extension Mentoring Program in 2020 gave a distinctive lift and further focus to what was a challenging year of learning.

Human Society and Its Environment

In spite of the year that was 2020, the HSIE faculty experienced some significant growth in student results which is reflective of the revision that occurred of Teaching and Learning Programs, Assessment Tasks and the implementation of explicit teaching strategies employed as a faculty focus.

Ancient History students experienced the most success in their section IV of the exam - the essay. Here students were required to provide a judgement in a sophisticated manner about their specific historical period, whilst also drawing on well selected evidence. Alternatively, students did not experience the same success in their section III of the exam - extended responses. Students were required to respond to three questions each varying in degree of difficulty, yet all requiring detailed and specific information. Students were also expected to respond to prescribed texts, which proved challenging for our students. As a result of the explicit teaching that occurred with regards to exam strategies and implementation of meta-cognitive strategies in this course, there was a growth across the top 3 bands of 45.98%. This

course also attained 3 Band 6 results.

Business Studies students experienced great success in their multiple choice section of their exam. This is an indication of the very specific and detailed content knowledge students gained in their undertaking of Business Studies. Students were presented with questions that required understanding of complex concepts and terms, as well as being able to interpret numerical data and case studies. Student performance in section IV - Essay Section shows the most room for improvement for future cohorts. Here students are provided with the choice to respond to one question which requires a judgement about complex business studies concepts. They require detailed knowledge and an ability to write in a sustained, logical and cohesive manner, and this is a focus for future improvement. As a result of the explicit teaching that occurred around multiple choice analysis and case study implementation, a reduction of Band 1s by 8.33% was achieved.

Economics students experienced the greatest success in two sections of their exam. The first was their multiple choice section. As in Business Studies, students were presented with questions that required understanding of complex concepts and terms as well as using their understanding of data sets and using calculations to solve these problems. Section III was also where Economics students experienced great results. Here students were provided with the choice of two questions, selecting the one which suited their knowledge best to provide a response that required an assessment which could showcase their ability to include detailed knowledge and understanding of their topics as well as their ability to use prescribed information, apply the correct terms and write in a clear, logical and cohesive manner. Section II or the shorter answer section required students to respond to a number of specific questions which could be drawn from almost anywhere in the syllabus. This section was the most below state average for the 2020 Economics cohort. As a result of explicit teaching strategies surrounding media content analysis and examples, 44.44% of students achieved a result in the Band 4 and Band 5 categories.

The Geography course achieved greatest success in section I of their exam - the multiple choice section. This section provided students with a range of questions covering their study of urban dynamics, world cities and ecosystems at risk studies as well as their skills. Students are also required to be familiar with a broadsheet which presents a range of geographical data sets. Students were challenged most by section III of their exam, where students were required to demonstrate their knowledge and understanding whilst applying appropriate terms and concepts as well as utilising material from their stimulus booklets or broadsheets in order to support the judgement provided. This has been identified as an area for future growth. As a result of the explicit teaching strategies surrounding geographic skills and multiple choice analysis a growth of 5.72% Band 4 results was achieved.

History Extension students are presented with two sections in which they are required to consider historiographical issues. Section II - Constructing History: Case Study Cleopatra was the best section for students. In this section students are required to draw upon their knowledge of one-two historiographical debates regarding the life of Cleopatra. Students performed better in this section overall (-1.36% under state average) compared with Section I - Constructing History (-10.04% below state average). This is largely due to the prescribed source/s they are required to refer to, which were each a page in length and proved time consuming for our students who are required to utilise a number of interrogative skills in order to unpack the source prior to including this into their responses. This has been an area identified for future improvement. As a result of the explicit teaching strategies surrounding thesis development and the unpacking of questions students were able to access E3 and E4 results.

Legal Studies students experienced their best success in Sections I and II of HSC exam. Multiple choice questions in Legal Studies, as in Business Studies and Economics, can be quite specific in terms of the concepts, processes and content knowledge students are required to apply in order to obtain great results. Section II of the Legal Studies exam, shorter and extended response questions, is comprised of two parts. Part A presented students with three questions regarding their focus on Human Rights. Students need to be able to write in a highly logical, cohesive and sustained voice in this section. In Part B students are required to respond to an evaluative question which requires all of the skills outlined in Part A, however they must be able to demonstrate this on a more detailed and elaborate scale. Section III - a composition of two essay questions was the section which challenged students this year. Like in all HSIE HSC subjects with essays, students were required to provide an evaluative response which included accurate, detailed and contemporary information, whilst also embedding relevant legal terminology, using bodies of evidence to support their responses in a sustained, logical and cohesive manner. This has been identified as an area for further development for the next HSC cohort. Regular, extensive and explicit teaching strategies surrounding extended response writing skills and the implementation of evidence saw 28.63% of students achieve in the top 3 bands. This course saw 2 Band 6 results.

In Modern History section I and section IV were the most effective sections of the HSC exam for our students. Section I presented students with a range of shorter and extended response style questions which focused on the topic "Power and Authority" (the Core for Modern History). In this section students must be able to draw upon very specific content knowledge in detail whilst also incorporating relevant historical sources to validate claims and arguments made. Section IV presented students with three extended response style questions. Students were required to once again utilise a similar skill set demonstrated in Section I. Section II was the most challenging section for Modern History students in 2020. Here students were presented with an evaluative essay question which required students to explore details of a national study. In order to address these questions effectively students were required to demonstrate accurate historical knowledge, use relevant evidence and interpret said evidence to validate judgements made, include a range of historical

terms and concepts, whilst providing a sustained, logical and cohesive response. Whilst this course saw 2 students achieve a Band 6, overall only 25.09% students achieve in the top 3 bands.

Society and Culture students achieved significant growth in the Depth Studies sections of the 2020 HSC exam, studying Grunge as a popular culture depth study and Buddhism as a Belief System case study. Students were presented with two questions - one worth five marks and the other worth 15 marks. They were required to complete this style of question twice, once each for their case studies. Success was measured through student ability to demonstrate detailed and accurate knowledge, apply course concepts, be analytical of relationships between social and cultural groups and presented sustained, logical and cohesive pieces of writing. Section I - Social and Cultural Change was the most challenging section of the exam for students in 2020. Here students were presented with a combination of multiple-choice questions and short answer questions. The multiple choice questions could assess students on their knowledge of social and cultural research (skills acquired throughout their learning within the course and the completion of their Personal Interest Project) as well as content knowledge drawn from the social and cultural continuity and change core unit. The shorter answer questions required students to provide analytical pieces of writing which considered the role of groups and social and cultural concepts as they applied to case studies undertaken. In this section students need to be able to provide succinct yet detailed pieces of writing. As a result of the implementation of explicit teaching and learning strategies surrounding social and cultural concept integration and unpacking of HSC examinations no students achieved a band 1 and Band 2 in 2020. There was a growth of 29.29% of Band 5 results compared with the 2019 cohort.

Overall, HSIE courses contributed significantly to the number of high achieving results across the 2020 cohort, which was most pleasing.

Personal Development, Health and Physical Education

Our students have continued to show strong interest in PDHPE courses, with a total 17 senior classes across Community and Family Studies, Personal Development Health and Physical Education, Sports Lifestyle and Recreation, and VET Sports Coaching.

In the PDHPE courses we had 48 candidates, and who continued to steadily increase results from the lower 3 bands to the higher 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 utilising a flipped classroom approach, where student focus is on continual practice at responding to questions and applying the content, and this supported the achievement of 1 Band 6 and 1 Band 5. Data analysis shows that we need to implement explicit scaffolds and writing skills to move more students from the lower bands to the upper 3 bands, and we look forward to seeing improvements in 2021 from implementation of this work.

In Community and Family Studies (CAFS), 63% of our cohort (38 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.

CREATIVE ARTS

In partnership with Blue Mountains Cultural Centre, Education Officer Brittany Chong and the Year 12 Visual Arts teachers delivered an 'Artist Insight' Program to Year 12 Visual Arts students. Three memorable case studies investigated esteemed Australian visual artists: Paul Mosig and Rachel Peachy, Locust Jones and Joan Ross. Students experienced a live stream audience with each artist by engaging with and delivering informed responses to student prepared questions. The recording of each artist's interviews were uploaded and made available on the BMCC website as a reflective learning resource, and this work served to support students in deepening their engagement with the Visual Arts course. Of the 20 students who studied Visual Arts 2 attained a Band 6 result and 76% achieved in the top 3 Bands. Two students were nominated for Art Express, with one student's works selected for exhibit. Students' results were strongest in the practical component of the course, followed closely by Section I of the written examination. The written examination continues to be an area of emphasis for future improvement, as performance levels in both sections were below State Average.

PERFORMING ARTS

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.

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. 2020 saw the second 2 Unit Circus Skills class at Nepean CAPA High School graduate with exceptional results. 2 students undertook the course receiving a mark of 80 and 94 respectively.

Dance

Dance has continued to grow in numbers at the school with 18 students in the cohort in 2020. Results continue to improve in this course, with a consistent trend in moving students from the 3 lower bands into the 3 higher bands. Dance attained 7 Band 5 results, with 89% of all results achieving in the top 3 bands.

In 2020 Dance received 6 CallBack nominations across 6 students outlined below.

Core Performance

Cassandra O: Core Performance

Major Study

Alisha L: Major Study Performance

Aidan L: Major Study Performance

Haylee M: Major Study Performance

Natasha N: Major Study Performance

Monique P: Major Study Performance

Drama

Drama has continued to grow in numbers and demonstrates a consistent and steady movement towards the higher bands. Drama achieved 1 Band 6 result, 7 Band 5 results and 5 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 2019 through to 2020 with movement out of Band 4 into Band 5.

Drama is again above the State Mean; a continuing trend from 2019 through to 2020.

In 2020 Drama received 1 onSTAGE nomination - Jessica F for Video and Script.

Music 1

Music classes in 2020 incorporated both auditioned and mainstream students within the same course. Music 1 achieved 5 Band 5 results and 2 Band 4 results in the 2020 HSC. The cohort was significantly smaller than in previous years. Music has maintained the consistent increase of students achieving in higher bands with no students below a Band 4 result in 2020.

The trend of being above the State Mean has continued with 2020 data showing the cohort to be .10 above the State Mean. In 2020 Music received 1 Encore nomination.

Music 2

Music 2 was a small class this year of only 2 students. Music 2 students achieved 2 Band 5 results in the 2020 HSC. This is consistent with results across Music 2 over the past few years. Music 2 has again risen above State Mean in 2020 by 0.10 continuing the increase from 2019 results.

Entertainment Industry Examination

VET Entertainment Industry as a subject had a slightly smaller cohort in 2020 than in 2019. The VET Entertainment Industry Examination students achieved 1 Band 6 result, 4 Band 5 results, 5 Band 4 results and 4 Band 3 results. VET Entertainment Examination increase in Band 6 results from 2017 to 2019 has continued in 2020. The VET Entertainment Industry Examination results were only slightly below the State Average in 2020 with a figure of -0.28.

Special Education Unit

In 2020, the Special Education Unit (SEU) had 10 Year 12 students who worked consistently throughout the year and were successful in the attainment of their HSC. This included students with hearing impairment, moderate intellectual and mild intellectual disabilities. All of the ten students demonstrated Life Skills outcomes in the courses comprising of their Year 12 Pattern of Study, with the exception of one student who successfully completed mainstream English Studies and Mathematics Standard 1.

A number of Year 12 SEU students also participated in Access Courses provided by TAFE which broadened their skillsets and open up more opportunities to support their transition from school. Three students studied the TAFE Baking course, one student studied TAFE Retail and the other student studied TAFE Hair and Beauty. Not only did these students attain their HSC, but a TAFE certification as well.

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* (TTFM) Parent/ Caregiver, Student and Teacher surveys have been used to measure and understand factors that impact student learning and wellbeing.

109 respondents completed the Parents in Learning Survey as part of TTFM. Responses indicate that parents and carers:

- Feel welcomed, can easily speak with teachers who listen to their concerns.
- Are kept informed on student's learning progress and concerns with behaviour.
- Believe teachers have high expectations for student success, encourage them to work hard and provide help to those students needing extra support
- Acknowledge their student feels safe going to school
- Encourage their student to do well at school

Parent feedback also indicates that Improvements can be made in the following areas:

- Keeping parents informed about their student's social and emotional development and opportunities concerning their future;
- Parents speaking with their student about the importance of school;
- Teachers helping students develop positive friendships
- Scheduling of school events to allow for more parents to attend

Due to COVID-19, the first TTFM Student Survey was not completed. However, 701 students did complete the second TTFM Student Survey in September 2020. This provided student feedback on social, institutional and intellectual engagement. Survey results indicate that for:

- Social engagement: 80% of students experience positive relationships with peers; however only 54% of students have both a positive sense of belonging and participated in school sports or clubs.
- Institutional engagement, which relates to the value students place on schooling and its impact on long term success, 87% and 86% of students value school attendance and positive behaviour at school respectively. However, student value on schooling outcomes and positive homework behaviours are both below the NSW Government School norm.
- Intellectual engagement: 22% of students are interested and motivated; 53% put in effort required; and 34% feel they are appropriately challenged. While these results are low, they mostly reflect NSW Government School norms which, for the same areas, are 28%, 66% and 42% respectively.

Finally, 71 respondents completed the Focus on Learning Teacher Survey. Responses indicate that:

- School leaders are leading improvement and change and work with staff to create a safe and orderly school environment, support teachers and provide guidance to monitor student progress
- Staff collaborate on lesson planning, cross-curricular opportunities and strategies that increase student engagement
- Staff actively work with students on barriers to learning and strive to understand the learning needs of students
- Teachers set high expectations for student learning and parents are understanding of these expectations



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 at Nepean Creative and Performing Arts High School. This year saw continual improvements in the recognition, support and educational outcomes of our Aboriginal and Torres Strait Islander students, with the continuation of the annual NAIDOC Award despite the challenges of COVID-19. This award helps to celebrate and bring awareness to the current situations faced by Aboriginal and Torres Strait Islander people in our community and is a vital way that our school confirms its commitment to the Reconciliation Action Plan, through Narragunnawali. This year the award was presented to Brock R for his inspiring contributions to the continuation of Aboriginal and Torres Strait Islander peoples culture, through performing arts and academic commitments; the award was presented by the inaugural recipient Monique T-O. Through continuing on our reconciliation journey, we take a strong stance on demonstrating our commitment to bringing together all students within the school community.

The Pathways to Dreaming program was planned for continuation as a collaboration between Nepean Creative and Performing Arts High School and the Engagement Unit of Western Sydney University in 2020. 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. However the programs offered were significantly impacted by COVID-19, and as a result students were not able to physically attend any sessions. Instead, students engaged in zoom meetings covering various career areas that they were interested in as well as attending 'Yarning Circles' listening to role models telling their stories. This also presented an opportunity to involve a wider variety of external providers to the school. Despite the challenges of COVID-19 the Pathways to Dreaming program was still able to offer personalised support to Aboriginal and Torres Strait Islander students in planning for their future, whether this be in securing a trade, going to TAFE or University. The program resulted in three students securing early entry to Western Sydney University in 2020 via the Early Entry program: Lani D (Bachelor Social Work), Taleah D (Bachelor Criminology), Zoe D (Bachelor Social Work).

Students continued to represent and share culture through our Aboriginal Dance ensemble (Babuga Dungarra). COVID-19 significantly impacted performances, however, Brock R led the choreography for an outstanding piece called the tree and the rock, inspired by a local landform at Sackville which lies on Darug Land. This piece was filmed and forms a significant contribution to the Nepean Creative and Performing Arts High School *Performing Arts Virtual Showcase*.

Students continued to attend workshops presented by the Ted Noffs Foundation's Street University. Students engaged in Deadly Dreaming workshops in 2020, which were held on site. Students were offered the opportunity to engage with culture through the creation of their own clapsticks. Students learnt patience and dedication to the art form of finding the inner beauty of their clap sticks and were able to keep this as a symbol of their achievement. As well as in-school support, Ted Noffs provides external support and strategies to families in collaboration with the school. This continues to strengthen the holistic support that is provided to students and their families. Year 11 Aboriginal students also partnered with the NRL School to Work program, and a further 15 students engaged in the Aboriginal Aspirations and Mentoring program.

Equity 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 Aboriginal staff within the Teaching and Learning team.

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.

At Nepean Creative & Performing Arts High School, the Anti-Racism Policy (2005) 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, where cultural diversity is celebrated to promote understanding, acceptance and inclusivity, was not able to be celebrated this year due to Covid-19 restrictions
- 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 2020, 9 incidents of racially inappropriate behaviour were recorded on Sentral, a significant decrease from the previous year of when there were 22 incidents reported. 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.

