

2021 Annual Report

Nepean Creative and Performing Arts High School



*Creative and
Performing Arts*

8383

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Nepean Creative and Performing Arts High School

Great Western Hwy

Emu Plains, 2750

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

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

4728 7200

Message from the principal

I am pleased to present the Nepean Creative and Performing Arts High School 2021 Annual Report to our community. This report provides a summary of our continuing focus on the holistic and positive growth and development of teaching, learning and school culture.

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 talents and interests that must be engaged and nurtured for success. Our diverse and specialised curriculum is designed to cater for the selective stream of 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 implement the Positive Behaviour for Learning framework which underpins our communication and high expectations for positive student behaviour, and demonstration of our core values of Care, Opportunity and Success, in all settings across our school.

2021 has been a year of growth for Nepean Creative and Performing Arts High School amidst the ongoing challenges presented to us by the COVID-19 pandemic. We adapted swiftly and effectively to the 'learning from home' phase of the school year in Terms 3 and 4, with a continual focus on maintaining continuity of learning for all students through our online learning platforms. 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 2021 to support the work of our school's strategic directions, including professional learning in improving HSC results, formative assessment, programming and assessment in the online learning context, sharing online teaching practices, and the Positive Behaviour for Learning framework. These were specifically tailored to support staff in continuing to meet the needs of our students amidst the rapidly changing nature of curriculum delivery due to the COVID-19 pandemic. A wide range of staff also participated in valuable professional learning in Aboriginal Education, deepening their knowledge and understanding of Aboriginal cultures and histories.

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

genuine account of the school's achievements and areas for development. Nepean Creative and Performing Arts High School looks forward to further success and growth in 2022, 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



2021 School Captain Team



Our 'Beastman' mural

School vision

At Nepean Creative and Performing Arts High School we aspire, in all things, to demonstrate care for ourselves, others and our community so that all feel heard, seen, valued and accepted. We aspire to grow in understanding, individual expertise and creativity, striving with courage and cooperation, to flourish now and into the future. We recognise and celebrate optimism, engagement, achievement and the pursuit of personal excellence.

In all things we aspire the heights through care, opportunity and success.

School context

Nepean Creative and Performing Arts High School is a 7-12 coeducational high school established in 1962. We are situated on the traditional lands of the Mulgoa clan of the Dharug people in Emu Plains, at the foot of the Blue Mountains. With an enrolment of 1054 in 2021, we proudly celebrate growth in learning for all our students. Our school community comprises a selective stream for students who excel in the Creative and Performing Arts in addition to local area enrolments, and a Special Education Unit which supports over 50 students with diagnosed hearing impairment and/or intellectual disability. The student cohort consists of 8.4% Aboriginal and Torres Strait Islander students and 16.5% of students from a language background other than English.

Our audition-based Creative and Performing Arts program enables students who demonstrate high potential and giftedness in one or more areas of the creative and performing arts to extend their talents beyond the regular curriculum. Our specialist fields include circus arts, creative arts, dance, drama and music. Auditioned students are offered extensive opportunities to perform and exhibit to wide audiences, to connect with the creative and performing arts industry, and to engage with experts in their chosen field. Our extensive extra curricular program, which is open to all students, focuses deeply on areas of specialty to enrich and further develop individual skills.

The school occupies spacious grounds and features a range of facilities including the Nepean Arts Centre, multiple specialised sporting fields, a large agriculture plot, and a wide range of dedicated learning spaces that support our broad curriculum. Our curriculum is tailored to the individual learning interests and needs of our students and is supported by a talented and experienced teaching staff. The Creative and Performing Arts ensemble programs and after school Homework Club enrich the learning opportunities available to all students.

We value our strong parental and community support partnerships, and enjoy positive links with our local primary schools through the Nepean Education Alliance. We have strong connections with our partner High Schools in the Penrith Educational Alliance, with whom we combine for professional learning opportunities, collaborate on educational initiatives, and offer enriched Vocational Educational pathways for students through the Penrith Valley Trade Training Centre. To support student transition beyond school we also partner with tertiary institutions such as Western Sydney University and TAFE.

A comprehensive and authentic situational analysis has informed the development of our Strategic Improvement Plan through consultation with all stakeholders across the Nepean community. Our school is committed to strengthening the literacy and numeracy capabilities of all students, supporting student attendance and engagement, and implementing programs that enhance the wellbeing and sense of belonging for all members of the school community. Our staff are committed to embedding evidence informed pedagogical practices within an evaluative learning culture, thus enabling every student to achieve personal success in learning.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to continuously improve student growth in reading, numeracy and HSC attainment, we will explicitly teach targeted literacy and numeracy capabilities across the curriculum that are informed by evidence-informed pedagogical practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy
- Writing for the HSC

Resources allocated to this strategic direction

Low level adjustment for disability: \$59,967.00

Strategic Direction 1: \$85,756.00

Professional learning: \$14,000.00

Socio-economic background: \$102,907.80

Aboriginal background: \$11,684.18

Summary of progress

Progress of initiatives targeting *Strategic Direction 1 - Student Growth and Attainment* were limited in 2021 by the disruption of face to face teaching and learning as a result of COVID-19.

The Stage 4 Roll Call Program designed to specifically target the literacy and numeracy skills of students in Year 7 and Year 8 was impacted firstly by a drop in staffing, which resulted in the Program ceasing for Year 8 students at the end of Term 1. The Program was further impacted by COVID-19 and the shift to learning from home in Terms 3 and 4, which resulted in Roll Call time, and therefore the delivery of the Program to Year 7, ceasing in its entirety for the remainder of the year. Furthermore, initiatives that were being developed to support Strategic Direction 1 were placed on hold to allow for focused allocation of resources to support the whole school transition to teaching and learning from home at the start of Term 3. This demanded a shift in the school's focus of pedagogical practice during Semester 2 to developing both online and printed differentiated resources for all curriculum areas to ensure continuity of student learning across the Year 7 to 12 cohorts. Developing and implementing practices to monitor and support student engagement while learning from home, including systems for teachers to provide feedback on learning, became a school-wide focus. Evaluation of the implementation and impact of the Roll Call Program resulted in the decision to discontinue the program in 2022 in order to develop an evidence-based model focused on embedding literacy and numeracy development across the Stage 4 curriculum.

The Stage 4 Enrichment Program provided differentiated pedagogy to enrich student learning and promote academic achievement of students in Years 7 and 8, to compliment the CAPA selective stream and to promote a school focus on academic performance and excellence. COVID and the transition to learning from home did impact the purpose and deliverables of this Program. In 2022, these, along with student application and selection process for the Program, and the collaborative professional learning of teachers delivering the program, will become a focus.

A whole school focus on reading, led by the *3 Rivers 4 Learning Team*, commenced in Term 3 with teacher professional learning on, and then implementation of, the *Three Level Guide* as a strategy to improve student literal, inferential and applied comprehension skills. This was further supported by ongoing professional learning, the development of professional learning communities and cross KLA collaboration focusing on the effectiveness of the Guide at engaging students in reading and on improving comprehension. Evaluation of this strategy showed positive improvement in student engagement with texts across the Stage 4 curriculum, and this work will continue in 2022.

HSC Professional Learning focusing on high impact strategies and improving student achievement of Band 5s and 6s was completed by teachers from a range of Key Learning Areas during 2021. This, along with planning for Stage 6 Intensive Writing Workshops, will continue in 2022 with the aim of building the capacity of Year 12 teachers to embed evidence informed pedagogical practices incorporating the explicit teaching of writing into Stage 6 courses and improving the number of students achieving in the top 3 Performance Bands for the HSC.

The training of staff in High Potential and Gifted Education (HGPE) did commence in 2021 with the intention of developing dual plans incorporating HPGE for the school's selective stream of CAPA students and identifying potential

HPGE students in the mainstream high school. The initiative was halted as a direct result of COVID-19 which impacted the continued delivery of the face-to-face HPGE training. At the end of Term 4 2021, planning was underway for HPGE in 2022, including the completion of additional professional learning and Gerric training.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Reading: 1.2% uplift in the % of students achieving in the top 2 NAPLAN Bands, a 1.4% uplift in the % of Aboriginal students achieving in the top 3 NAPLAN Bands in Year 9 NAPLAN Reading</p> <p>Numeracy: 1.3% uplift in the % of students achieving in the top 2 Bands, a 4% uplift in the % of Aboriginal students achieving in the top 3 Bands in Year 9 NAPLAN Numeracy.</p>	<p>NAPLAN Year 9 Reading</p> <ul style="list-style-type: none"> • 2021 data indicates that there has been a 1.91% uplift in the actual number of students achieving in the <i>top 2 bands</i> for NAPLAN Reading from baseline data. • A decreased percentage of Aboriginal students have achieved results in the <i>top 3 bands</i> for NAPLAN Reading indicating that progress is yet to be seen towards the school's lower bound target. <p>NAPLAN Year 9 Numeracy</p> <ul style="list-style-type: none"> • 2021 data indicates that that there has been a decrease in the actual percentage of students achieving in the <i>top 2 bands</i> for NAPLAN Numeracy from baseline data. • 2021 data indicates that there has been an uplift of 21.28% in the actual number of Aboriginal students achieving in the <i>top 3 bands</i> for NAPLAN Numeracy from baseline data.
<p>Reading: A 1% uplift in the % of students achieving at or above expected growth in Year 9 NAPLAN Reading</p> <p>Numeracy: A 2% uplift in the % of students achieving at or above expected growth in Year 9 NAPLAN Numeracy.</p>	<p>NAPLAN Year 9 Reading</p> <ul style="list-style-type: none"> • 40.38% of students achieved overall expected growth in Reading, which is a decrease from baseline data. <p>NAPLAN Year 9 Numeracy</p> <ul style="list-style-type: none"> • 31.58% of students achieved overall expected growth in Numeracy, which is a decrease from baseline data
<p>HSC: 4.4% uplift in the % of students achieving in the top 3 Bands in the HSC.</p>	<p>39.22% of students achieved in the top 3 bands for the HSC, which is a decrease from baseline data</p>
<p>Maintaining the proportion of Aboriginal students attaining the HSC in 2021, while maintaining their cultural identity.</p>	<p>The percentage of Aboriginal students attaining their HSC in whilst maintaining their cultural identity in 2021 was 14.5% of the total HSC cohort, representing an increase from 2020 as there were more Aboriginal students in the cohort. The school is moving in a positive trajectory contributing to the Penrith Network target for 2023.</p>

Strategic Direction 2: Evidence informed classroom practice

Purpose

We will embed high impact teaching strategies that improve learning for every student in every classroom by engaging in ongoing professional learning informed by research and school-based evidence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embedding evidence-informed pedagogical practices
- Visible instructional leadership

Resources allocated to this strategic direction

Professional learning: \$25,000.00

Socio-economic background: \$34,302.60

Summary of progress

Embedding Evidence Informed Pedagogical Practices:

The implementation of activities in this area of action were impacted by the disruption resulting from the Covid-19 lockdown from the beginning of Term 3. Despite this, there was identifiable and positive progress in this area. The restructuring of Professional Learning teams based on staff teaching the same Year 7 class proved to be a significant enabler in promoting collaboration and a focus on pedagogy across the school. While this promoted deep discussion and shared understanding, a focus on group autonomy in determining how they would implement pedagogy priorities resulted in improved levels of critical engagement with professional learning priorities. This was supported by a philosophy of low stakes collaborative experimentation when working with new concepts in pedagogy, online learning and assessment.

Work in the area of formative assessment was redirected by the disruption of Covid 19 restrictions and the implementation of learning from home measures. Early engagement with 'pulse check' techniques in supporting formative assessment was well received, with staff utilising the work of Dylan Wiliam to experiment with suitable strategies. This provided an initial focus for the restructured PL groups in Term 1. Student engagement and maintaining a focus on effective feedback and assessment during the period of learning from home was a challenge that was identified by executive staff. This resulted in Professional Learning groups exploring practice across KLAs and developing protocols for both communication and assessment for online learning sessions. Significantly, the learning that emerged from discussion relating to effective assessment identified three phases of engagement (before, during and after) the lesson, as well as promoting student engagement with, and action on, feedback on assessment. This accords with the best practice described in the work of Wiliam and Leahy (2015).

Annual student reporting requirements and the restrictions of learning from home resulted in the need to realign school assessment practices to place a greater emphasis upon formative assessment strategies as a means by which evidence of learning could be identified rather than relying upon summative assessment. This required significant professional learning relating to capturing, validating, recording and evaluating student learning. Head Teachers worked collaboratively to develop 'best fit' protocols and processes to address these challenges. They then worked with their faculties to refine and implement these processes. Consequently, the school has made significant progress in refocusing assessment process to value formative assessment and identifying evidence of student learning in timely and authentic ways. It is now important to ensure that evidence informed practice is utilised to embed formative assessment practices as part of day to day pedagogical practice.

Work relating to the focus on identifying, understanding and implementing the most effective explicit teaching methods, with priority given to evidence-based teaching strategies, commenced in Term 4 with staff engaging with and critiquing the contents of the What Works Best document. In doing so we aim to establish a foundation upon which to discuss matters of pedagogy and practice. This work will continue in 2022.

Visible Instructional Leadership:

Activities in this initiative involved training in Agile Leadership Processes (delivered by Dr Simon Breakspear) for members of the Senior Executive and participation in the Three Rivers for Learning Program for a team of teachers encompassing Classroom Teachers, Head Teachers and Senior Executive. While engagement in these activities was, by necessity, restricted to a limited number of staff, the learning that resulted from these activities has strategically

impacted positively upon the operation of the school's Professional Learning teams. Specifically, the scheduling of a "cadence of Agile routines" to engineer cycles of inquiry more explicitly informed the delivery of autonomous and authentically collaborative professional learning as the year progressed. This work will continue in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers use the professional standards to identify goals in their Performance and Development Plans to identify and monitor specific areas for development and continual improvement. This is represented in a published, differentiated whole school professional learning plan.	All staff are familiar with and utilise the professional standards to identify and support areas for development and continual improvement. All staff engage in professional dialogue with their supervisors as part of our annual PDP cycle to reflect upon their performance in relation to standards that have been identified through consultation and negotiation. While professional learning activities developed by the school address identified professional standards, the school is yet to systematically and consistently develop a differentiated professional learning plan.
Students report an increase in the areas of rigour and intellectual engagement in Tell Them From Me surveys compared with the 2020 school-observed baseline.	Data from TTFM relating to academic self concept shows an increase of 5% in the Medium cohort and 2% in the Low cohort between September 2020 and May 2021. Measures of perseverance have decreased in the high and medium cohort by 3% but increased in the Low cohort by 6%. Overall this is a positive outcome with data identifying increased academic engagement reported by students. The work in Strategic Direction 2 utilised cross-KLA Professional Learning groups to focus on curriculum delivery in Year 7. Student survey data indicates a 0.2 increase occurring between May and September 2021 in students feeling that classroom instruction is well organised, with a clear purpose, and with immediate feedback that helps them to learn. A similar increase in Year 7 was seen in measures relating to interest and motivation, with an increase of 4% occurring between May and September 2021. This contrasts with a 1% average rise across all year groups.
Students report an increase in intellectual engagement, valuing of school outcomes, and effort in Tell Them From Me surveys compared with the 2020 school-observed baseline.	Across the school there was a decline of 3% in data relating to students valuing school outcomes and a 6% decline in measures addressing students effort. Data relating specifically to the Year 7 cohort who were the target of activities in Strategic Direction 2 via cross KLA Professional Learning Teams shows a similar decline. Data relating to valuing school outcomes saw a decline of 9% between May and September 2021. Data relating to effort saw a 2% decline. The drop of 9% in valuing of school outcomes is of concern.
<p>Effective Classroom Practice: Teachers identify, understand and implement effective explicit teaching methods, developing familiarity with evidence-based teaching strategies.</p> <p>Assessment: The school reviews school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Staff develop knowledge of formative assessment strategies and integrate these into teaching practice in classrooms, confirming that students learn what is taught.</p>	Staff have engaged in professional learning exploring 'pulse check' assessment practices, effective feedback practices and gathering evidence of student learning. The "What Works Best" document was utilised in Term 4 to draw together this learning, provide an evidence base and provide a point of comparison for further work relating to embedding formative assessment practices in 2022. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of effective classroom practice and assessment but aspects of our work in the themes within each of these areas of the School Excellence Framework is now measured at sustaining and growing, showing positive progress in these elements.

Strategic Direction 3: Evaluative learning culture

Purpose

We will implement high impact evaluative thinking routines in order to embed a learning culture that drives evidence informed classroom practice to support student growth and attainment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Culture
- Evaluative practice

Resources allocated to this strategic direction

Socio-economic background: \$179,104.28

Strategic Direction 3: \$22,098.00

Professional learning: \$2,109.36

Summary of progress

Learning Culture:

ATTENDANCE

Progress towards achieving improvements in student attendance was greatly impacted by the COVID 19 pandemic. The Student Attendance Team experienced great success in maintaining consistent communication with families regarding individualised student absences, which was a strong focus in the first semester. Student absences increased towards the end of semester one as concerns about the impact of the COVID-19 pandemic on health and wellbeing increased across the community. Students were engaged in learning from home throughout Term 3 and part of Term 4, during which time our school monitored engagement with online learning to determine whether students were marked present on the rolls; overall, students were classified as *flexible* attendance throughout this time, thus making attendance rates incomparable to previous years.

WELLBEING

In early 2021 evidence collected through a range of data sets was triangulated to analyse the effectiveness of the existing merit reward system. The data clearly identified that both students and staff were unclear of how the merit reward system operated and found it difficult to implement. As a result, merits were not being awarded consistently for positive behaviour or achievement. This led to inequities among students being rewarded and recognised at recognition ceremonies. In response, the Positive Behaviour for Learning (PBL) Team developed a new simplified reward system to align with the Positive Behaviour for Learning program within the school. During Learning from Home in 2021, the positive recognition of students was heavily promoted using Fast and Frequent rewards entered through Sentral, leading to a significant increase in the number of students receiving positive notifications. This supported a sense of connection through recognition during a time of extended isolation. The newly introduced Fast and Frequent rewards were so successfully implemented that these have been integrated into the revised Merit Reward system. Ongoing data analysis of this initiative will guide future improvement towards student recognition in progressing through levels of achievement. After deep consultation with staff and students, the restructured Merit Reward system is to be implemented in 2022 and reviewed at the end of Term 4 2022.

The consistent and widespread promotion of Nepean Creative and Performing Arts High School's PBL values and expectations has been an evidence-based change to whole school practices initiated by the PBL Team to embed a strong school culture focused on learning and wellbeing. The introduction of the PBL weekly focus in 2021 used targeted language that promoted school values and aimed to explicitly address behaviours identified by students and staff in universal school areas. The weekly focus message was displayed daily on Sentral notices, on Wellbeing Teams pages, classroom Vivi screens and the school Facebook page. During Learning from Home, these initiative were maintained to promote connection during a time of isolation. As a result, evaluative data through the Tiered Fidelity Inventory (TFI) showed that 100% of students and staff surveyed were able to accurately answer questions relating to the school's core values and expectations. Due to disruptions to transition to high school for Year 7 in 2021, the delivery of Year 7 & 8 mini lessons will occur across all faculties to explicitly teach school values of care, opportunity and success to more effectively facilitate a universal positive school culture in 2022. In response to Tell Them From Me data, a strong focus on student sense of belonging will be a central focus of wellbeing initiatives in 2022.

Ongoing evaluation of the PBL program was used to assess consistency of PBL language being used by staff within the classroom and its impact on student engagement and behaviour. Confirmation that the school-wide expectations in universal areas are known and adopted by more than 80% of the school community is an indicator of readiness to implement Classroom Systems in 2022 as the next phase of PBL Tier 1 interventions. This will further consolidate consistency of language and expectations across the school to promote clear, explicit expectations for student behaviour that promote a positive learning environment.

Evaluative Practice: The Senior Executive completed the Agile Schools program with Dr. Simon Breakspear over the course of 2021, developing a set of school-based resources into an evaluative toolkit. This toolkit supports methods of collaborative evaluation of our impact when implementing each of our initiatives. Whilst we have begun to experiment with using this toolkit, we are yet to develop fluency in selecting and fully utilising each of the tools in our planning and in our evaluations. The work undertaken in leading professional learning in Term 2 focused heavily on the use of these tools, but this was disrupted when the COVID-19 lockdown of Term 3 required a shift in our practices. The Senior Executive will focus on utilising this toolkit in our planning and implementation work in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Sentral wellbeing data shows that the ratio of positive to negative behaviour referrals is at least 1:1 in favour of positives entries.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the themes of <i>Behaviour</i> and <i>A planned approach to wellbeing</i> within the Wellbeing element. Expectations of behaviour in universal areas were co-developed with students, staff and the community to foster effective conditions for learning. They are explicitly taught and being more consistently and supportively applied across the school. Sentral data indicates that the introduction of fast and frequent rewards has increased the recorded acknowledgement of positive behaviours for students well beyond our planned projection for 2021. Positive : Negative data entry • 2020 = 15 472 : 10 916 = 1.5 : 1 • 2021 = 80 000 : 6278 = 12.7 : 1
Wellbeing: An uplift of 2.5% in student wellbeing, as measured in the Tell Them From Me survey in the areas of advocacy at school, expectations for success, and sense of belonging, compared with the system generated baseline. Attendance: An uplift of 4.5% in the percentage of students attending 90% of the time or more, compared with the system generated baseline.	Wellbeing: Tell Them From Me data shows a reduction of 3.31% of reported positive wellbeing overall. This is broken down as 1.57% increase in advocacy at school, 8.31% decrease in sense of belonging and 2.86% decrease in expectations of success. Attendance: The number of students attending greater than 90% of the time has decreased by 9.9%
The leadership team analyses student progress and achievement data for insights into student learning and discusses results with the whole staff, in order to reflect on teaching effectiveness and to inform future school directions. Teachers contribute to gathering and analysing data.	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of <i>data skills and use</i> . There is a coordinated effort by school staff to gather and analyse data, and to engage the school community in reflecting on student progress and achievement data. Developing plans and strategies for improvement will continue to be a strong focus in 2022.
Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.	Self Assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of <i>Attendance</i> within the <i>Wellbeing</i> element.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,240.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nepean Creative and Performing Arts High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards the personalised learning goals identified in their Learner Profiles (PLSPs). Parents and students were included in the collaborative development of these Learner Profiles to ensure the developed goals aligned between student, family and school. All Learner Profiles were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision-making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. The Learning and Support Team will also explore the use of these funds to support teacher release for the purpose of professional learning in effectively differentiating teaching, learning and assessment programs to effectively meet the needs of students according to their PLSPs.</p>
<p>Aboriginal background</p> <p>\$81,285.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nepean Creative and Performing Arts High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • Development of Yarning Circle and Aboriginal Bush Tucker flora in gardens across the school and in the school farm to support cultural engagement through Year 7 Aboriginal Studies <p>The allocation of this funding has resulted in: Increased engagement by staff with the PLP process, and thereby increased engagement between teachers and Aboriginal students and their families; increased engagement by both Aboriginal students and whole school community in the NAIDOC week activities; thoughtful and purposeful</p>

<p>Aboriginal background</p> <p>\$81,285.18</p>	<p>connection to culture for our Aboriginal students with an Aboriginal community member conducting a smoking ceremony and cultural session for our First Nations students at the opening of our Yarning Circle during the NAIDOC week activities. Furthermore, the targeting of SLSO support specifically to Aboriginal students resulted in increased wellbeing support for vulnerable Aboriginal students as well as targeted literacy and numeracy support for Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: exploring funded teacher release time to conduct the annual PLP process; the formal redevelopment of the Aboriginal Education Team to cover academic enrichment, cultural enrichment and wellbeing enrichment; continued strengthening of the role of the Aboriginal SLSO as a supportive presence and point of contact for our Aboriginal families.</p>
<p>English language proficiency</p> <p>\$9,058.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nepean Creative and Performing Arts High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: All students being able to access targeted English Language support at their area of need, this has resulted in progress toward proficiency for all EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide small group tuition and provide opportunities for additional differentiation.</p>
<p>Low level adjustment for disability</p> <p>\$288,111.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nepean Creative and Performing Arts High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students with Individual Learning Plans and those eligible for HSC Special Provisions • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$288,111.00</p>	<p>The allocation of this funding has resulted in: Students being supported in the classroom by SLSOs and Learning and Support teachers, and through the development of learner profiles and Personalised Learning and Support Plans to assist them to work toward their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this and to support teachers to improve their documentation and implementation of differentiation practices. This includes the mentoring of, and collaboration with staff to differentiate assessments based on student learning needs.</p>
<p>COVID ILSP</p> <p>\$176,999.64</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. • employing staff to supervise and monitor progress of student groups engaging in online tuition in literacy and numeracy. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: An increase in student engagement with lesson content for students participating in this program; this included voluntary engagement with additional support during break times and after school homework centre. Students self-reported an increase in confidence and willingness to attempt further tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop the tutoring and support programs that will support identified students. We will continue to seek staff to continue the running of this program.</p>
<p>Socio-economic background</p> <p>\$316,314.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nepean Creative and Performing Arts High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing for the HSC • Learning Culture • Evaluative practice • Numeracy • Reading • Visible instructional leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing in the form of ACIP Deputy Principal and ACIP Head Teacher Wellbeing to support whole school capacity to address the needs of students with additional learning and support needs

<p>Socio-economic background</p> <p>\$316,314.68</p>	<ul style="list-style-type: none"> • professional development of staff through the SIP activities in all three Strategic Directions to support improvements in student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Improvements in targeted approaches to developing support for students with low levels of literacy and numeracy; access to targeted support in student attendance and wellbeing support; increased access to educational resources including uniforms, meals through the school canteen, course consumable items through the subsidising of school fees etc for students whose financial situation would have otherwise precluded them from equitable access to learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further improve the identification of students from low socio-economic background and targeted intervention programs for those students who need more specialised learning and wellbeing support.</p>
--	--



School Captains inducted in Term 4 for 2021-2022

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	402	429	435	418
Girls	680	709	656	599

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.9	90.9	92.8	90.5
8	89.7	87.7	90.8	88.4
9	85.1	86.2	89.6	85.4
10	87.4	84.8	88.6	84
11	84.8	86.4	84	84.9
12	83.7	87.5	90.6	85
All Years	87.3	87.3	89.6	86.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

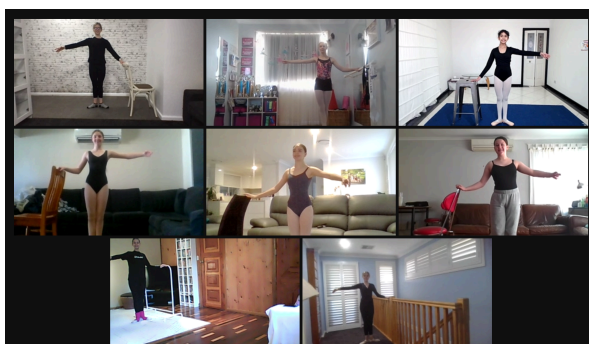
Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	6.6
Employment	11.4	12.4	25
TAFE entry	2.6	6.2	17.6
University Entry	0	0.7	49.3
Other	9.3	1.4	1.5
Unknown	0.5	0.7	0

Year 12 students undertaking vocational or trade training

48.68% of Year 12 students at Nepean Creative and Performing Arts High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Nepean Creative and Performing Arts High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Classical Ballet Ensemble during Learning from Home

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.7
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.17
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	985,618
Revenue	13,119,961
Appropriation	12,507,246
Sale of Goods and Services	212,275
Grants and contributions	399,324
Investment income	1,115
Expenses	-13,011,128
Employee related	-11,883,948
Operating expenses	-1,127,179
Surplus / deficit for the year	108,833
Closing Balance	1,094,451

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.

	2021 SBAR Adjustments (\$)
Targeted Total	72,826
Equity Total	694,768
Equity - Aboriginal	81,285
Equity - Socio-economic	316,315
Equity - Language	9,058
Equity - Disability	288,111
Base Total	10,769,456
Base - Per Capita	281,103
Base - Location	0
Base - Other	10,488,353
Other Total	536,162
Grand Total	12,073,213

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.



Circus Arts students showcasing their exceptional talent.

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.



Visual Arts students using the pottery wheel

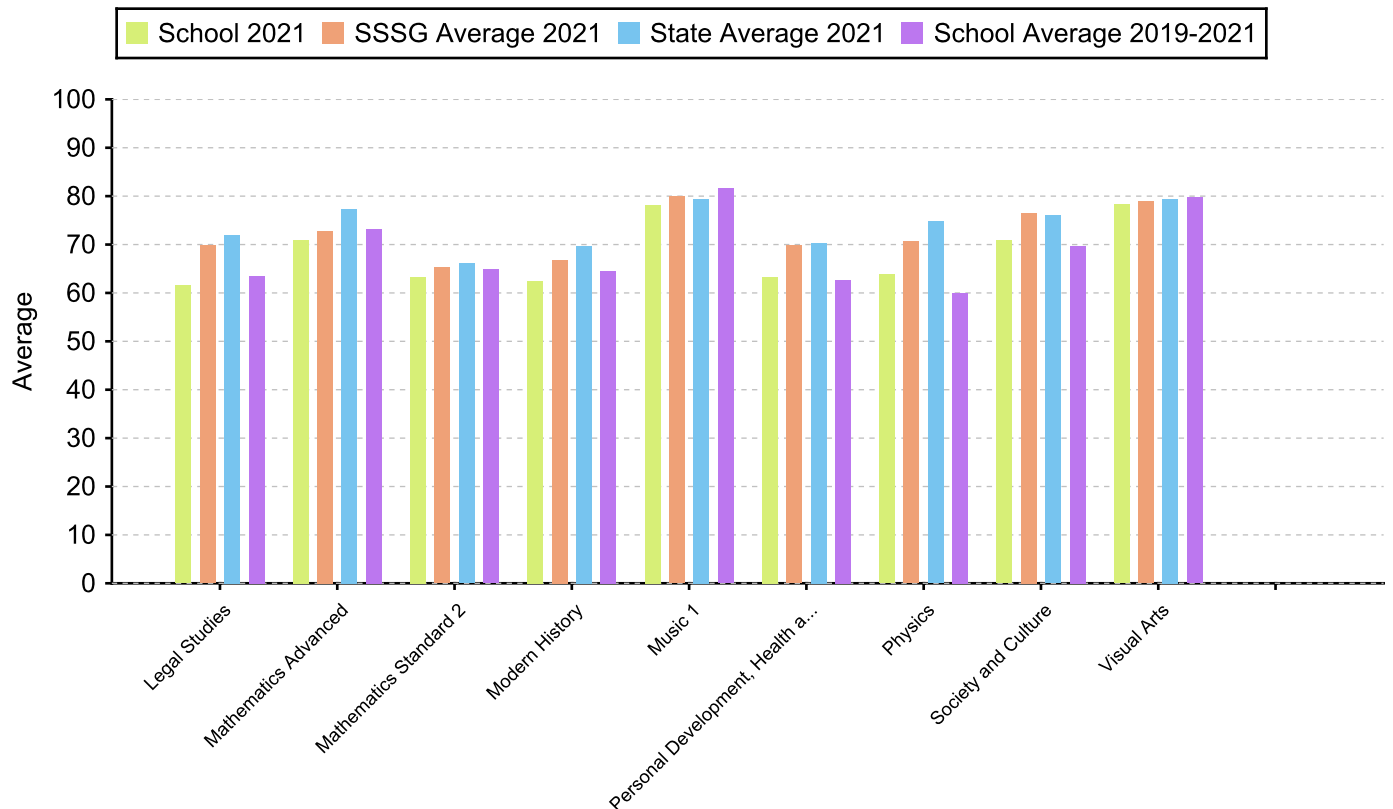
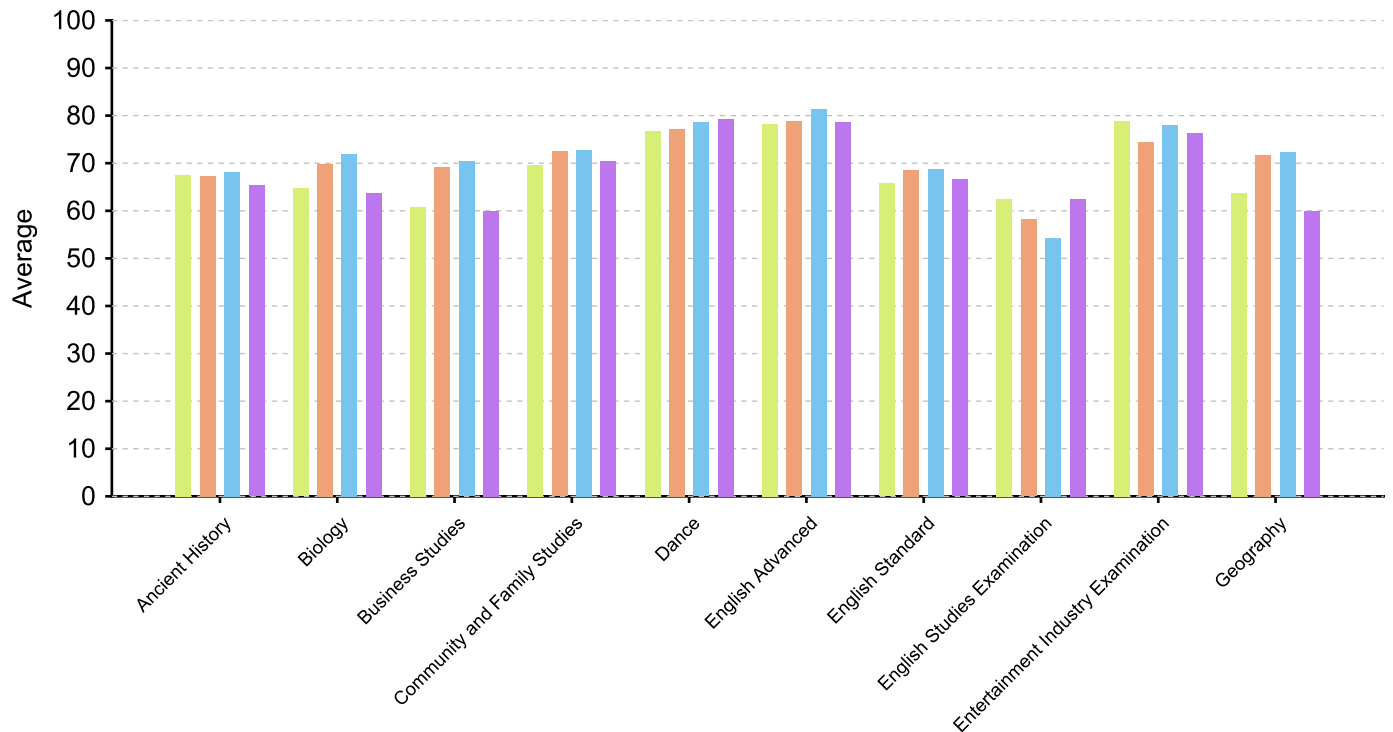


Mikayla K NSW Schools Reconciliation Challenge entry

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 2021	SSSG	State	School Average 2019-2021
Ancient History	67.5	67.4	68.1	65.3
Biology	64.7	69.8	71.9	63.7
Business Studies	60.8	69.2	70.4	60.0
Community and Family Studies	69.6	72.4	72.7	70.4
Dance	76.8	77.2	78.6	79.3
English Advanced	78.2	78.8	81.4	78.7
English Standard	65.7	68.6	68.8	66.6
English Studies Examination	62.5	58.2	54.3	62.5
Entertainment Industry Examination	78.9	74.4	77.9	76.2
Geography	63.7	71.8	72.4	59.9
Legal Studies	61.5	69.8	72.0	63.5
Mathematics Advanced	70.9	72.8	77.4	73.3
Mathematics Standard 2	63.3	65.3	66.1	64.9
Modern History	62.5	66.9	69.7	64.5
Music 1	78.2	79.9	79.4	81.6
Personal Development, Health and Physical Education	63.3	69.8	70.3	62.7
Physics	63.8	70.6	74.8	60.0
Society and Culture	70.8	76.5	76.0	69.8
Visual Arts	78.3	78.9	79.4	79.7



Parent/caregiver, student, teacher satisfaction

The 2021 Tell Them From Me survey responses indicate that parents: feel welcome when they visit the school; are confident that their child has a clear understanding of behavioural expectations; are overwhelmingly satisfied with the number of subjects available at the school; and are very satisfied with the communication received from the school. The majority of parents also agreed that the school is well maintained and its physical environment welcoming. As a result of COVID and the transition to learning from home, parents were also satisfied with the contact, resources, support and learning provided by the school. The majority of parents also indicated they would recommend our school to other parents and agreed that the school has a good reputation.

Student responses in Tell Them From Me indicate that 79% of students have positive relationships at school, which was higher than the NSW average. However, the percentage of students who felt they were intellectually engaged at school in terms of interest and motivation, effort and being appropriately challenged was lower than the NSW Government norm. Students in Year 12 and Year 7 indicated they felt a positive sense of belonging at the school, with students in Year 7 and Year 8 valuing the outcomes of schooling, more so than students in other cohorts. Students also indicated that their teachers are responsive to their needs and encourage independence, particularly with students in Year 12, Year 10, year 8 and Year 7, all of which were higher than the NSW Government Norm. In terms of the school's facilities, the majority of students either agreed or strongly agreed that the the Library and Playground were well maintained, but were satisfied with the maintenance of the toilets.

Teacher responses in Tell Them From Me indicate high satisfaction with the school's leadership, in particular with creating a safe and orderly school environment, support during challenging times, and establishing new learning opportunities and goals for students. 94% of respondents also indicated that school leaders are leading improvement and change across the school, and 96% of respondents also indicated that school leaders are clearly communicating their strategic vision and values for the school. Teacher collaboration and engagement with one another has been identified as an area of strength. The majority of staff also indicated that morale among staff at school is good. 97% of respondents also indicated that the school is a welcoming and culturally safe place for all their students.



Harini P NSW Schools Reconciliation Challenge entry

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 - School statement

Aboriginal Education initiatives continue to grow and develop 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. 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 continued as a collaboration between Nepean Creative and Performing Arts High School and the Engagement Unit of Western Sydney University in 2021. 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. Once again 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 Ted Noffs Foundation continued to provide both in-school support and 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.

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

Anti-Racism - School statement

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 2021, 14 incidents of racially inappropriate behaviour were recorded on Sentral. Five cases were referred to the ARCO for management, with effective resolution achieved in each case.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Other School Programs (optional)

Year 12 Student Leadership Team

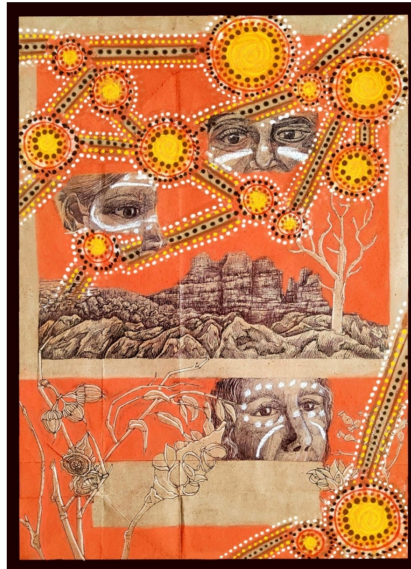
The provision of leadership opportunities at Nepean Creative and Performing Arts High School is designed to develop the communication, interpersonal, organisational and decision-making skills of our students. Through active, independent and collaborative engagement in student led initiatives, whole school activities, and external community events, school leaders are able to build their capacity at developing successful relationships with peers, teams and the broader community.

Year 12 student leadership roles at Nepean Creative and Performing Arts High School are esteemed positions held in high regard by students, staff, parents, the community, as well as prospective tertiary institutions and future employers. Student leaders are: aspirant in their individual pursuits; uphold the school's core values of Care, Opportunity and Success; and, as active and informed citizens, become influential role models for their peers.

As a member of the Year 12 Leadership Team, students have the opportunity to make a positive contribution to all that constitutes Nepean Creative and Performing High School, to co-create our school vision and leave a lasting legacy on the school.

Year 12 Leadership Positions have traditionally included two School Captains and two Vice Captains. In 2021, this was expanded with the introduction of Prefect Portfolio Leaders representing each of our core values - Care, Opportunity and Success. The selection process included: student self-nomination via the submission of a written response addressing a comprehensive selection criteria; assessment of nominations by the *Year 12 Student Leadership Team Selection Committee*; the development and submission of a portfolio; delivery of a speech; candidate interviews by the *Selection Committee*; as well as staff and student vote.

The elected Year 12 Leadership Team commenced its duties in Term 4 2021 and have started planning for the 2022 legacy projects.



Izabelle V NSW Schools Reconciliation Week Challenge entry



Rock Band during Learning from Home



Student Leadership Team of 2021-2022