

# 2022 Annual Report

## Northmead Creative and Performing Arts High School



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# Introduction

The Annual Report for 2022 is provided to the community of Northmead Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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Northmead Creative and Performing Arts High School

Campbell St

Northmead, 2152

<https://northmead-h.schools.nsw.gov.au>

[northmead-h.school@det.nsw.edu.au](mailto:northmead-h.school@det.nsw.edu.au)

9630 3793

## School vision

At Northmead Creative and Performing Arts High School, we aim to provide an educational experience that promotes excellence in academic achievement and in the creative and performing arts and is tailored to the interests and needs of our diverse community. Our vision is to build the capacity of our student body and broader community by promoting citizenship, through research-based practice, to become lifelong learners through developing skills in collaboration, critical and creative thinking, and communication.

## School context

Northmead Creative and Performing Arts High School is located in the Girraween Network of Metro South. The student population of 1114 has been slowly increasing over the last four years. Our school community is culturally and linguistically diverse. While 51.02% of students have a non-English speaking background, 9.3% require some level of EAL/D (English as an additional language or dialect) support. 2.12% of all students identify as having an Aboriginal background. Students participate in a wide range of learning experiences including a focus on project-based learning targeting collaboration, communication critical thinking, and creativity in the pursuit of academic improvement and excellence and improving student engagement in Stages 4 and 5. The program further develops the effective classroom practices that research shows will lead to enhanced learning outcomes for students

The school's staffing entitlement in 2022 was 76 teaching staff and 22 non-teaching staff. The school also employs a Finance Manager and Deputy Principal from school funds to maximise student learning outcomes. 10% of our staff are in their early career as teachers. At the conclusion of the school year 11.8% staff had gone to appointments elsewhere as a result of the teacher shortage across the state. The school embraces its culturally and linguistically diverse community. We have also fostered partnerships with universities, cultural institutions, businesses, and community groups. Students represent the school across the metropolitan area in music, drama, circus, dance, visual arts, and through a range of sporting activities, with both state and regional representation.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds are used to support other activities appropriate to support well being and academic success. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning ensures that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

There is a focus on Higher School Certificate performance including staff professional learning around deeper analysis and the use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students through Visible Learning, including Learning Intentions, Success Criteria, and Formative Assessment forming the basis of Highly Effective Classroom Practice.

The School has completed a situational analysis, a process of self-evaluation, community consultation, and research, which has led to the development of the three strategic directions of:

- Student Attainment and Growth - this strategic direction focuses on using evidence-based teaching and learning strategies to improve the educational growth and attainment of our students.
- Collective Teacher Efficacy - the purpose of this strategic direction is to foster a belief in our staff that they hold the biggest impact on our students' educational attainment
- Inclusive culture - this strategic direction focuses on cultivating learning environments where students, teachers, and the wider community are included and valued in the educational process.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that all students show better than expected growth in their learning. Through targeted evidence-based professional learning, our teachers will use a variety of assessment strategies to evaluate student learning, evaluate their own teaching practices, and adjust teaching programs accordingly.

### 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.

- Explicit Teaching of Literacy Skills
- Explicit Teaching of Numeracy Skills
- HSC Writing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$38,907.00

**Professional learning:** \$32,127.00

### Summary of progress

Our purpose is to ensure that all students show better than expected growth in their learning. We have seen positive results in many areas of our progress to achieve our improvement measures, including the percentage of students achieving expected growth in reading and in the amount of students achieving the top 3 bands in the High School Certificate.

Staff participated in professional learning that focused on the use of data to identify areas of strengths and weaknesses in multiple areas including, literacy, numeracy, curriculum writing and High School Certificate results. Staff used this to set goals to improve their teaching and learning programs for 2022.

EAL/D students were identified and invited to attend the RAS Homework Centre to receive one on one specialised support for classwork and preparing for assessments. Year 8, 9, 10 EALD students received additional EALD support in mainstream classes to ensure they understood content and teacher expectations in regards to their learning. Teachers also supported students in Stage 6 with theory focused subjects to assist in subject specific writing. 12 Students pursued Stage 6 EALD courses with a qualified EALD teacher in a team teaching situation. All students received EALD Progression reports mid year. Pleasingly all students showed growth in the progressions.

Our Blitz Reading and COVID Tuition programs have seen a majority of participating students improve their reading and numeracy skills in the Check-in Assessment Data. To supplement these programs, all staff participated in targeted professional learning focusing on embedding evidence based reading practices into every classroom. Furthermore, the Learning and Support Team helps identified students in the classroom to differentiate work and complete a range of class and assessment tasks.

In the senior school, the Science, HSIE, PD/H/PE and Visual Arts faculties have been working in the Writing in Secondary Program to improve the response of students across their subject areas. This work will continue in 2022 as the school continues to embed these evidence based practices into their programs.

Moving forward as a school community, we need to continue to develop our focus on numeracy and reading in the junior school so that we are continuing to build on our very positive High School Certificate results in 2022 and focus on improving our numeracy top bands in NAPLAN through targeted and explicit numeracy professional learning in all subject areas. Furthermore, we want to focus on increasing the percentage of Aboriginal and Torres Islander students who achieve Higher School Certificate marks in the top 3 bands.

### 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
NAPLAN Top 2 Bands Reading	Since 2019 there has been an upward trend of 6.2% Given the the

Improvement in the percentage of students achieving in the top 2 bands in reading to be above the school's lower bound system-negotiated target by 5.0%.	disruption of school as a result of Covid, these results are very pleasing. The COVID ISLP , along with a whole school focus on reading has assisted in this positive achievement. The Improvement from 2021 was 2.72% ,maintaining our trajectory to achieve our targets.
Improvement in the percentage of students achieving expected growth in reading by 1.13%.	Since 2019 there has been an upward trend of 3.5% in the top 2 bands Given the the disruption of school as a result of Covid, these results are very pleasing. The COVID ISLP , along with a whole school focus on reading has assisted in this positive achievement. However, with expected growth, the pandemic and the restrictions to schooling and the online learning from home have impacted on the Expected Growth. There was a 1.57% decrease in the number of students achieving the expected growth. On a positive note 80% of ATSI students achieved in the Top 3 bands for Reading, a wonderful achievement.
Improvement in the percentage of students achieving expected growth in numeracy by 1.313%.	Since 2019 there has been an increase of .65% Mitigating factors for this are the disruption of school as a result of COVID and the move to online learning during 2021.
<b>NAPLAN Top 2 Bands Numeracy</b>  Improvement in the percentage of students achieving in the top 2 bands in numeracy to be above the school's lower bound system-negotiated target by 6.0%.	Since 2019 there has been a marginal; increase of .65% Mitigating factors for this are the disruption of school as a result of COVID and the move to online learning during 2021.
<b>HSC Targets</b>  Improvement in the percentage of students achieving the top 3 bands in the HSC by 5% to achieve the school's lower bound system-negotiated target.	With a focus on achieving success at the HSC , reults have increased from 54.47% to 65.52% a pleasing increase of 11.05%  29 students made the Distinguished Achievers List for 41 courses.
<b>Network Target</b>  Increased % of Aboriginal and Torres Strait Islander students achieving top 3 NAPLAN bands in reading and numeracy whilst retaining their cultural identity.	Aboriginal and Torres Strait Islander students did not achieve as well in the Top 3 bands with only 50% in the the Top 3. however 100% of Aboriginal and Torres Strait Islander students achieved in the top 4 bands while maintaining their cultural identity. There were only a very few students who were in this group in 2022 In 2022 cultural identity was enhanced within the network with Pendle Hill High School joining Northmead CAPA in our cultural immersion days
<b>Network Target</b>  Increased % of Aboriginal and Torres Strait Islander students attaining the HSC whilst retaining their cultural identity.	One Aboriginal and Torres Islander Students completed the HSC whilst maintaining their cultural identity and also providing leadership to the Aboriginal and Torres Islander students. Another student successfullty obtained an apprenticeship and left school before the end of Year 12 and the HSC examinations.

## Strategic Direction 2: Collective Teacher Efficacy

### Purpose

Our purpose is to increase our teachers' belief that they hold the biggest impact on our students' educational achievement. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. Through rigorous and informed professional learning, collegial practice and evidence-based pedagogy, we aim to increase the efficacy of our staff, increasing our students' educational 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.

- Highly Effective Classroom Practice
- Building Educational Leadership

### Resources allocated to this strategic direction

**Professional learning:** \$54,468.25

**Beginning teacher support:** \$56,600.00

### Summary of progress

Our purpose is to increase our teachers' belief that they hold the biggest impact on our students' educational achievement. To achieve this, the school has focused on providing staff with professional learning in the research surrounding the impact of collective teacher efficacy including, John Hattie's Effect Sizes and Visible Learning material which highlights the huge impact that collective teacher efficacy has on student outcomes.

Staff engaged in Professional Learning Communities to conduct research into areas to improve collective teacher efficacy including, students engagement, formative assessment strategies, success criteria and the system negotiated focus areas of numeracy and reading. Through these Professional Learning Communities staff have identified areas where the school is achieving positive results, reflected in the Tell Them From Me survey in the areas of Explicit Teacher Practice and Feedback, and also explored areas for improvement in 2022.

Our Beginning Teachers' Program ensures that new and beginning teachers have the support and professional development required to succeed. This is achieved through employing an experienced educator to mentor, provide feedback and organise professional learning that is targeted to the specific needs of the new and beginning teachers.

Staff increased their knowledge of the enabling conditions of Collective Teacher Efficacy and identified that more work and support needs to be provided in the areas of goal consensus, knowledge about each others' work and advanced teacher influence. To address this the Executive Team worked on developing policies and practices to support the improvement of these identified areas. However, due to post COVID, the teacher shortage coupled with the loss of experienced teachers to other sectors, the development and implementation was limited and will continue in 2023, as we try build and stabilise the teachers in this new era of limited staff availability. Next year we are down 4 permanent Head Teachers in core areas which means we need to regroup and not only stabilise these faculties but help significant proportions of teachers with in these faculties to engage with the concept of collective efficacy.

Moving forward, the focus for 2023 will be to engage with the evidence base around Collective Teacher Efficacy and work with academic partners to build the influence of the enabling conditions of goal consensus, knowledge about each others work and advanced teacher influence to improve the schools overall Collective Teacher Efficacy

### 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
Increase in the percentage of students achieving in the top 2 bands of reading.	Since 2019 there has been an upward trend of 6.2% in reading results, with an improvement in 2022 of 2.72% as we maintain an upward trajectory.
Increase the three year rolling average scale score by 2.5%.	From the 2022 TTFM survey, results showed students' overall mark in English, Mathematics and Science "Academic Outcomes" were above or

<p>Increase the three year rolling average scale score by 2.5%.</p>	<p>within <b>1%</b> of the NSW Govt Norm. In Science there was a significant increase across all year groups, especially in Year 11 where the school was <b>10%</b> above NSW Govt Norm.</p> <p>In relation to Explicit teacher practice and feedback there has been a <b>2%</b> increase from 2019 to 2022.</p>
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### Purpose

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Our purpose is to create a learning environment where students, teachers, and the wider community are included and valued in the educational process. Through evidence based wellbeing practices, consultation and collaboration with all stakeholders, we aim to increase the sense of belonging and satisfaction within our community in the educational process.

### Initiatives

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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.

- Building Student Autonomy
- Wellbeing and Student Voice

### Resources allocated to this strategic direction

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**Socio-economic background:** \$190,240.49  
**Low level adjustment for disability:** \$64,500.00  
**Integration funding support:** \$228,685.00  
**English language proficiency:** \$49,347.00  
**Refugee Student Support:** \$2,296.00  
**Aboriginal background:** \$15,425.00  
**Student support officer (SSO):** \$99,516.00

### Summary of progress

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Our purpose for 2022 was to create a learning environment where students, teachers and the wider community were included and valued in the educational process. We have achieved this through Project based Learning tasks with processes and practices that were inclusive of the entire school community. PBL also provided an opportunity for student voice through the completion of their own report comments based on their finished product and participation in the task. Parents were heard through the completion of surveys at the conclusion of each task and community participated in the delivery of some projects.

Student wellbeing became strong focus point in 2022 as we saw a decline in student wellbeing and attendance. To support student wellbeing the school held Spirit Week with the theme of Kindness teaching students to be kind to themselves and each other. There was also the implementation of Homeroom for teachers and students to develop relationships and to foster in a safe environment personal, social and emotional growth. Homeroom data has lead to the implementation of Open parachute in 2023 a program that provides students and teachers with the opportunity to build skills in three critical elements: Building resilience in students; Building confidence in teachers to support their students; And building skilled role models in the school community (including parents and staff) that can reflect wellbeing practices to students.

MyPLAN continued for students in the senior years with a mentor ex student brought in to work one on one with students setting goals to achieve academic and personal success. There was a move away from setting performance goals and a students were taught how to develop mastery goals. Goals set by students in year 11 formed the basis of the sessions for their Transition to Year 12 workshops and large improvements were shown in pre and post data of the understanding and development of skills and knowledge in regards to organisation, HSC essay writing, procrastination, future career paths and HSC procedures.

Students of Aboriginal and Torre Strait Islander decent were supported and enriched through being part of our Bunji group lead by Mrs Dhawan. Students participated in developing their Personalised Learning Plans and ran activities for NAIDOC and Reconciliation weeks which involved the whole school. Students participate in cultural activities run by the Dalmari Group which are inclusive of students creating a mural of the Acknowledgement of Country which is proudly displayed for all to see. Students were also encouraged to take up leadership roles in the school and 4 students received GO foundation Scholarships.

Students were given many leadership opportunities in 2022 inclusive of Max Potential, Mitchell Youth Leadership, Senior Prefects, SRC, GRIP Leadership. Through these leadership groups students ran Breakfast Clubs providing breakfast students 3 days a week, ran activities during Spirit Week to raise funds for a family in need, and participated in various forums and workshops.

Vocational Education and Training continues to develop in our school and two teachers have completed retaining in the

frameworks of Retail and Entertainment to ensure we have teachers to deliver in areas where students are choosing this subject on large numbers. Through a grant Hospitality was able to purchase another coffee cart to enable students with additional opportunities at coffee making and allowing teachers to complete assessment more efficiently. Students were able to participate in work placement experiences in industry again. The school also became part of the Educational Pathways Program which has provided students with the opportunity to be part of the YES + program and the Vocational Ambassadors program.

### 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>Increase in the percentage of students that feel valued and cared for by 2.5%, from 67.5% three year rolling average to 70%.</p>	<p>In 2022 61% of students provided the response that they had a positive sense of belonging, they felt accepted and valued by their peers and by others at school in the TTFM survey data. This was a NSW Government Norm of 66%.</p> <p>The school results were constant in the 2022 data - 61% which is below the NSW Government Norm of 66%. Northmead CAPA students were affected by decline in confidence post the pandemic. However, there students maintained the 2021 positive sense of belonging the boys maintained their positive outlook while girls had some fluctuations. across every year group with the exception of Year 8 girls who increased their positive sense of belonging by 12%. In comparing Year 7 cohorts from 2021 to 2022 there was an decrease in the response of feeling a positive sense of belonging particularly with the female students which went from 76% in 2021 to 68% in 2022.</p> <p>There was a increase of 3% in female students and a decrease in 4 % in male students in 2022 in the TTFM survey of students having a positive sense of belonging to the school.</p>
<p><b>Attendance</b></p> <p>Improvement in the percentage of students attending above 90% of the time or more by 3.77% to meet the school's lower bound system-negotiated target.</p>	<p>The percentage of student attendance reflected in the SCOUT data, decreased from 90.3 to 83.3.</p> <p>This data demonstrates that students had a lower attendance which was impacted by the first half of the year still having the mandate of 7 day isolation for students suffering from Covid. In order to raise the attendance of students, attendance plans were created with the HSLO and Deputy Principals to ensure students struggling with attendance were provided with strategies to implement and felt supported in their return to school. Students who were not on the HSLO caseload but had attendance concerns met the Head Teacher Administration Students for check-ins, which provided support and strategies to attend school. This year has seen a dramatic increase in Mental Health concerns for our students and this has negatively impacted on their attendance and performance and engagement with school. This has been supported by the Year Advisor, School Support Officer, senior executive and School Counsellors. The Head Teacher Administration Students, regularly called home to consult parents about student attendance to ensure they were aware of their child's attendance and to further discuss ways to ensure support for their child to attend school. Students with attendance over 90% are rewarded for their attendance with the school hosting rewarding activities which encourages others to then increase their attendance.</p>
<p>An increase in the percentage of students who feel they have someone at school who consistently provides encouragement and can be turned to for advice by 2.5% in the TTFM Survey.</p>	<p>In 2022 6.3 students responded in the TTFM survey that they felt had someone at school who consistently provided encouragement and can be turned to for advice. Understandably throughout the post lockdown period and the increase in Mental Health concerns In 2022 there was a drop to 6.2. The NSW Government Norm has remained consistent for the last three years at 6.0 which means the school has been above the state norm for the last three years.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$228,685.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northmead Creative and Performing Arts High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>27 students had individual learning plans (ILPs); Personalised Learning Plans, 17 students; and 126 students directly supported by SLSOs, 15 students on Behavioural support plans and 15 students on risk assessment plans which assisted students in setting short and long term goals to improve their learning . The LasT assists teachers by inservicing them on how to differentiate classwork and assessments to ensure equity for students with leaning needs. They are provided with special individual provisions for assessments. Liaising with the local primary schools to collect learning , behavioural and social data on each student. has resulted in a smooth transition for students into high school., with the provision of an extended transition program for 30 students with learning needs and Mental health concerns over multiple days.</p> <p>The Student Learning Support Officers at Northmead aid and support a wide range of students with disability; cognitive, social/emotional, sensory and physical. SLSOs work within the classroom and in other learning environments both one-on-one and with small groups. Assistance provided is in collaboration with the classroom teacher, the Learning Support and Welfare Teams and is aimed at supporting student achievement of educational outcomes, students' welfare, health, and well-being. SLSO duties include break down and scaffolding of work and instructions, remediating reading and writing, explicit teaching of Literacy and Numeracy skills, and supporting completion of class and assessment tasks. In addition, SLSOs mentor, encourage sustained focus and concentration, support student behaviour regulation and provide safety supervision as required part of Risk Management. While working with students on a regular basis SLSOs develop good rapport and can often become 'accidental counsellors' and routinely work to build students' self-confidence and esteem. SLSOs also work to support students with mobility issues and facilitate wheelchair access and support independent movement of students with physical disability. Support has also been delivered to two students who were diagnosed with cancer. These students received intensive support particularly through their hospital stays including with the Kubi robot provided by the Cancer Council to facilitate learning with the class at the same time.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue with the one on one support in the classroom for identified learning needs, supporting our students with serious illnesses and help them transition from hospital to school.</p> <p>Implement Macq lit with Macquarie University to have a more strategic approach to teaching basic reading and comprehension skills</p> <p>Continue with whole school professional learning in the teaching of students with additional needs.</p> <p>Continue with Transition processes and program to facilitate a seamless</p>

<p>Integration funding support</p> <p>\$228,685.00</p>	<p>entry into high school life for Year 7 students Improve evaluation processes to ensure the needs of all identified students are being met. investigate a remedial numeracy program which can be accessed by students in need</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure the individual learning needs of students are met through individualised support to assist them to engage with all aspects of the curriculum. Further training for our SLSOs in Macq Lit and provide professional learning for teachers in Neurological diversity, catering for students with autism in mainstream classes and Hearing impaired Students in mainstream.</p>
<p>Socio-economic background</p> <p>\$190,240.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northmead Creative and Performing Arts High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Student Autonomy</li> <li>• Wellbeing and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support [name] program implementation.</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional staffing to implement literacy to support identified students with additional needs supplementation of extra-curricular activities employment of additional staff to support the implementation of My Plan as part of the growth coaching program .</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work with Jenni Donohoo to further enhance understanding and practice of Collective Efficacy to enhance collaboration with professional learning communities (PLC) and across faculty groups. Continue to employ additional support to MYPlan as the growth coaching program and extend the growth coaching concept to all students through Home Room. In 2023 to continue to support students in their learning and assist teachers. We will deliver additional support within classes to help with the differentiating of learning and making learning accessible for all students..</p>
<p>Aboriginal background</p> <p>\$15,425.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northmead 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for</li> </ul>

<p>Aboriginal background</p> <p>\$15,425.00</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students feeling more included in their school culturally. They have deepened their knowledge of their heritage and had opportunities to build connections with the wider Aboriginal community. One students successfully attained their HSC while another secured an apprenticeship mid Year 12.. Four students attained Go Foundation scholarships. All students have developed confidence and lead formal occasions and assemblies, each delivering their own personal Acknowledgement of Country . Aboriginal and Torres Islander students have formed their own Home Room group where they meet with their mentor, plan for learning and cultural connections.This has also led to support within their group and strengthened their cultural ties.</p> <p><b>After evaluation, the next steps to support our students will be:</b> . The students will determine the activities for the Cultural Immersion Day 2023 and the whole school Spirit Week Indigenous celebrations. The Aboriginal and Torres Islander students will continue to pursue broadening their leadership skills in the school through their consultative group and through Home Room continue to develop those supportive practices that promote their culture and history within the school.. Students will continue to set goals and life aspirations through the PLP process with their mentor and parents. Their leadership and participation will continue to deepen the representation of Aboriginal culture and heritage in the school surroundings and activities.</p>
<p>English language proficiency</p> <p>\$49,347.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northmead Creative and Performing Arts High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Two students were successful in achieving their HSC 6 girls completed the Learn to Swim School Every 5 weeks for International Students: Mentored all IS students'; Regularly checked academic / attendance; and kept teachers and parents/guardians well informed re students progress, attendance and welfare. 2 students obtained scholarships from the Public Education Foundation;</p>



<p>English language proficiency</p> <p>\$49,347.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Reimage the RAS Homework Club. Continued organisation and running of our New Horizons programs and initiatives which support our students in experiencing and understanding Australian culture. Continue support for refugee and EALD students through PL meetings and collaboration between EALD teachers and classroom teachers. Conduct the Blue Mountains/Horse Riding camp in 2022 as well as fundraising to support the running of these initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$103,407.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northmead 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy Skills</li> <li>• Wellbeing and Student Voice</li> <li>• HSC Writing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• 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</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers supported in daily practice, students supported in classrooms to achieve their best and enable access to the full curriculum. Students and parents gave positive feedback on the individualised support and online learning. which is available for students with complex issues. Students retained at school and engaging in individual pathways.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we will develop and offer professional learning for hearing impaired students whilst improving technology to support the these students in all settings around the school. To facilitate the LST's response to teacher and student support we will extend access to classroom support for students with additional learning needs. Develop more PL for staff in Trauma informed practice, Autism, ADHD, Intellectual Disability, Anxiety / Depression, Receptive Language, Language delay.</p>
<p>Professional learning</p> <p>\$86,595.25</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Northmead Creative and Performing Arts High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Classroom Practice</li> <li>• Building Educational Leadership</li> <li>• Explicit Teaching of Numeracy Skills</li> <li>• HSC Writing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent</li> </ul>

<p>Professional learning</p> <p>\$86,595.25</p>	<p>writing</p> <ul style="list-style-type: none"> <li>• staff engaged i developing specific faculty based learning experiences for their students and conducted pre and post testing to improve numeracy across the curriculum.. This included Ghost walks to share best practice and encourage professional discourse across the faculties.</li> <li>• Working with external provider Jenni Donohoo and Dylan Willams on developing and enhancing collective efficacy to build collective efficacy and explicit teaching strategies to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of Professional Learning is paramount to student success. In 2022 we were fortunate to work with Educational Leaders in the areas of formative assessment with Dylan Wiliam, collective teacher efficacy with Jenni Donohoo and Visible Learning with John Hattie. Through this professional learning staff demonstrated a commitment to the professional teaching standards, particularly standard 6.2 "Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities." The impact of this professional learning is continuing to develop the Collective Teacher Efficacy of our staff so they can better support student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Through evaluating the professional learning of staff in 2022 it is apparent that staff want to continue to develop their skills in the key areas of formative assessment and visible learning. We will continue to foster this in 2023 through continued engagement with evidence based approaches and through our Professional Learning Communities where staff work together to improve, embed and evaluate their practice with others.</p>
<p>COVID ILSP</p> <p>\$190,275.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 CILSP, 96 students across Year 8 were withdrawn throughout the year for small group tutoring three times a week for 35 minutes in Literacy during terms 1/2 and Literacy/Numeracy in terms 3/4 to receive an intensive 10-week small group tutoring. Students were identified through internal school assessment data and Check-In Assessment results. Our initial focus was on students who were impacted by COVID and performed at the mid-low performance bands in the Check-In assessments. In the Literacy focused tutoring sessions, students engaged with their tutors in pre and post testing and worked through the Reading Element with a focus on Understanding Texts. Plan 2 reports indicated that students demonstrated positive progress moving up in their Literacy Progressions. In the Numeracy focused tutoring sessions, students were engaged in pre and post testing and worked through the Number sense and Algebra with a focus on Quantifying numbers. Scout Check-in Assessment Data for Year 8 Reading remained similar in comparison to SSSG at 6.1% above and improvement of 0.1% from Term 1 and improved from 8.5% above state in Term 1 to 9.1% above state in Term 4 2022. Scout Check-in Assessment Data for Year 8 Numeracy remained similar in comparison to SSSG at 2.4% above and improved from 6.6% in Term 1 2022 to 7.1% above state in Term 4 2022</p>

<p>COVID ILSP</p> <p>\$190,275.00</p>	<p>Six Year 12 students were also withdrawn, so they could be supported in achieving their HSC Minimum Standard. After multiple attempts they could not achieve the minimum requirement in Writing. Students received individual support in completing practice papers and devising structures to implement into their writing to maximise their chances of success. These students were successful in meeting this standard</p> <p>The small intensive sessions also enabled tutors and students to build a professional relationship that also promoted wellbeing and engagement. Students were more confident in approaching normal classwork and assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With the success of the CILSP in 2022 working with students identified in the mid-lower bands, the school focus will be to support students in the middle bands, supporting their academic growth in Literacy and Numeracy which will be reflected in our school and system negotiated targets.</p>
<p>Refugee Student Support</p> <p>\$2,296.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> <li>• engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> New Horizons programs for refugee students include; Refugee Transition, Surf Education, RAS Homework Centre, Refugee Week, Harmony Day, Blue Mountains/Horse riding Camp. These excursions and programs facilitate a sense of belonging for refugee students in the wider Australian culture and community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued organisation and running of above programs and initiatives. Continuation of the New Horizons Program Continued support for refugee and EALD students through mentoring and collaboration between EALD teachers and classroom teachers, and reporting to parents.. Conduct the Blue Mountains/Horse Riding camp in 2023 as well as fundraising to support the running of these initiatives. RAS declined in 2022 as a result of the unavailability of university tutors . we will work with the university to ensure the availability of tutors in 2022 by guaranteeing practicums at our school. Continue with EALD progressions and complement this with PL for all staff in the EALD Progressions to further enhance classroom practice.</p>
<p>Student support officer (SSO)</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Northmead Creative and Performing Arts High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• SSO provided individual and group support for students in regards to</li> </ul>



<p>Student support officer (SSO)</p> <p>\$99,516.00</p>	<p>Wellbeing and in particular Mental Health Issues. A website was created for students to access a variety of supports.</p> <ul style="list-style-type: none"> <li>• the Student Support Officer (SSO) provides daily students with one to one or small group support on a range of welfare and wellbeing topics including stress management, study skills, respectful relationships, respectful friendships, mindfulness, anxiety, anger, career pathways, school attendance, conflict resolution skills, growth coaching, self confidence as well as effective communication and social skills. Students are flexibly supported such as through mentoring, self regulation strategies, advocacy and support to access bursaries and scholarships, facilitating access to wellbeing resources such as fidgets, as well as providing information and referrals to relevant services and supports within and outside of the school setting. In addition a fidget Club operates at lunch time to enhance interpersonal skills and a sense of belonging.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>21 students were supported by the SSO homeroom with a greater focus on school belonging, engagement, resilience and emotional regulation. 15 students were supported through the lunchtime group Fidget Club which was delivered with student input. The SSO also tailored and delivered year based workshops for Year 7 and Year 11 Transition Days, as well as assistance provided to design wellbeing sessions for Homeroom across the school with student input. HSC study resources for senior students were also collated and freely distributed. A whole school wellbeing website was also developed and shared across the school with staff and student input providing self help strategies and supports that students can access within and beyond the school setting. The Student Support Officer regularly engaged with students in both formal and informal contexts such as in the playground during break times as well as private group sessions to maximise accessibility and impact of the role, as well as minimise stigma regarding mental health and wellbeing services.</p> <p>Overall during 2022 the SSO supported around 35 students weekly on average through individual and small group support. Furthermore, across 2022 around 1 in 5 Northmead CAPA High School students were engaged in individual, small group or year based activities facilitated by the School Student Support Officer.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue to work on the interconnectedness for students, maintaining a profile on healthy living and wellbeing practices contributing to the Home Room program. Continue to build inclusivity through the development of more club like activities to engender a sense of belonging and connections.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	535	536	510	492
Girls	588	563	565	578

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.8	93.7	92.5	88.2
8	90.6	92.8	88.6	87.9
9	87.2	91.9	87.5	84.6
10	88.5	88.9	86.8	84.7
11	88.6	91.4	85.4	83.8
12	85.6	91.8	84.8	82.1
All Years	89.0	91.8	87.8	85.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

We continue to feel the effects of COVID, particularly with an increase in the number of mental health concerns with students, which in turn affects attendance. Our attendance rates are fairly consistent with State DOE schools with a decline in attendance, however Northmead continues to remain above the state average at 88.2.

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	4
Employment	1	2.9	13
TAFE entry	2.2	9.4	14
University Entry	0	0	61
Other		0	8
Unknown	0	0	0

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

- Specific Vocational courses: Animal Studies, Construction, Design fundamentals, Hospitality, Entertainment, Hairdressing Beauty Services, Automotive - Mechanic, Electrotechnology, Retail Services, Applied Fashion Design and technology and Information and Digital Technology.
- Students had the opportunity to pursue post school, destinations through a range of Career Orientation visits to universities and TAFE: HIA Trade Virtual Careers Event, Virtual Careers in Health, The Virtual Big Day In at UTS; TAFE Open Day, Virtual Australian Defence Force Information Day, UAC Virtual Information sessions, Inspiring Apprentices Webinar; My Gateway Apprenticeship Webinars, Western Sydney Careers Expo; EPP Yes+ TAFE Taster programs, Girls on Fire - NSW Fire Brigade webinar series and the VET Ambassador Day.

## Year 12 students undertaking vocational or trade training

29.65% of Year 12 students at Northmead Creative and Performing Arts High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

94.9% of all Year 12 students at Northmead Creative and Performing Arts High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification. 29 students were acknowledged on the NSW Higher Achievers list for a total of 40 courses. 52 students received more than two band 5/6 results.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.7
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	15.57
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,289,592
<b>Revenue</b>	13,866,676
Appropriation	12,895,921
Sale of Goods and Services	2,191
Grants and contributions	939,169
Investment income	15,440
Other revenue	13,955
<b>Expenses</b>	-13,554,295
Employee related	-11,626,489
Operating expenses	-1,927,806
<b>Surplus / deficit for the year</b>	312,381
<b>Closing Balance</b>	1,601,973

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	197,205
<b>Equity Total</b>	587,267
Equity - Aboriginal	15,425
Equity - Socio-economic	154,126
Equity - Language	141,923
Equity - Disability	275,793
<b>Base Total</b>	10,785,029
Base - Per Capita	271,479
Base - Location	0
Base - Other	10,513,550
<b>Other Total</b>	670,849
<b>Grand Total</b>	12,240,350

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.

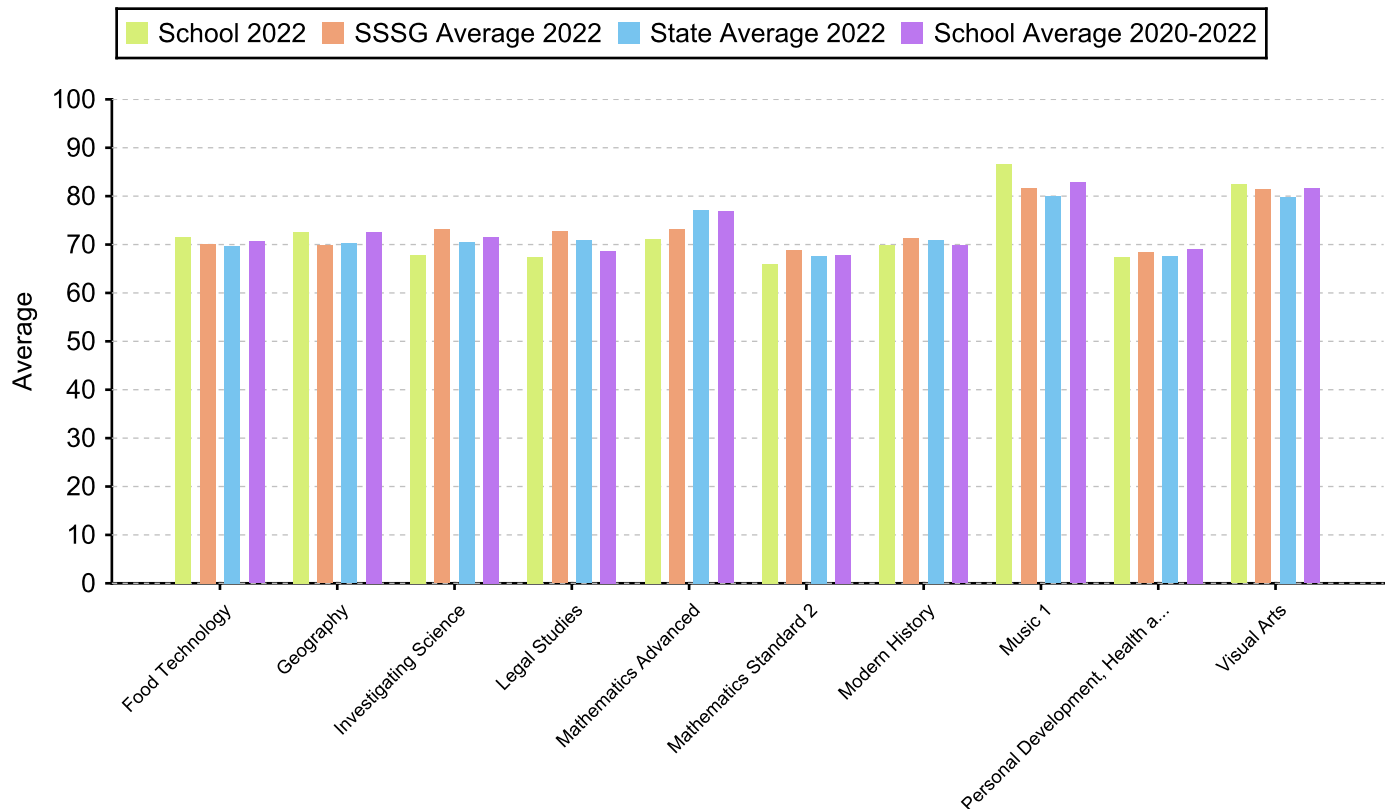
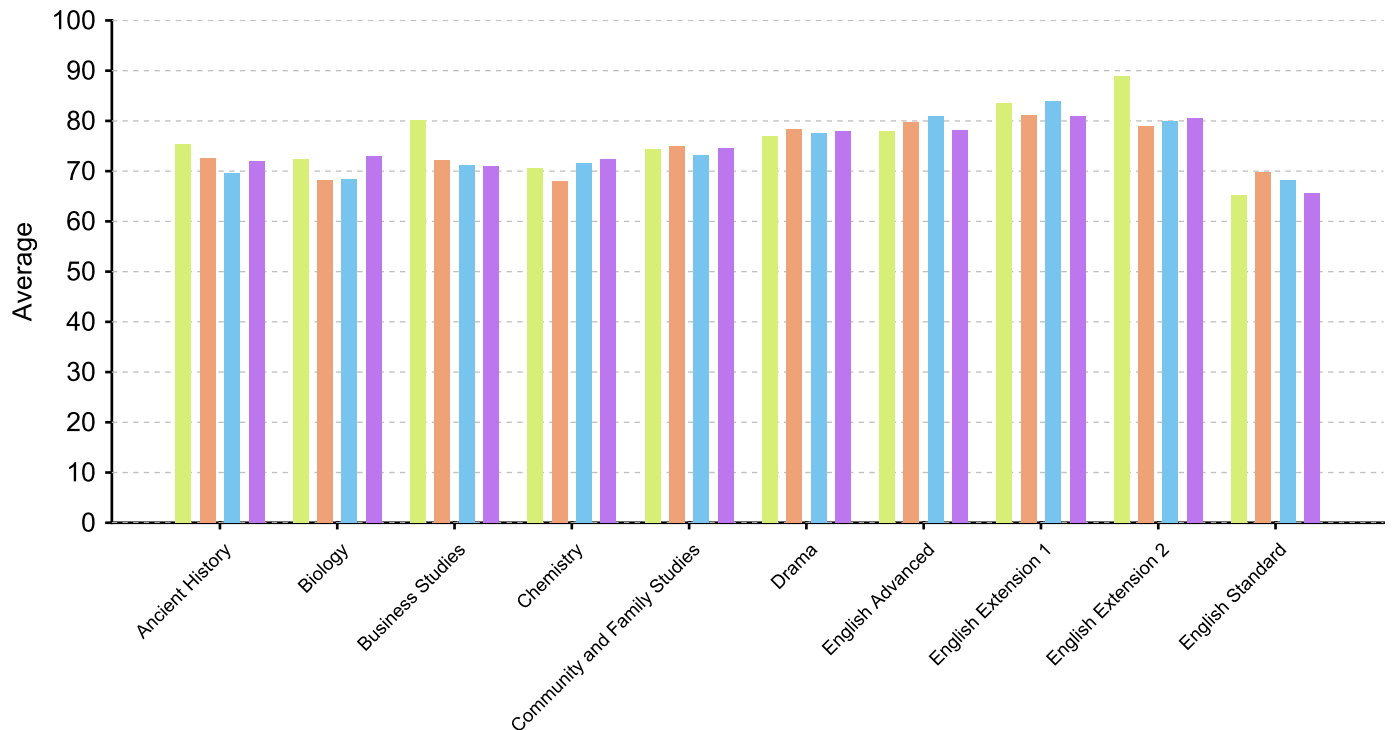
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## 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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	75.3	72.5	69.6	72.1
Biology	72.3	68.2	68.5	72.9
Business Studies	80.2	72.2	71.2	70.9
Chemistry	70.5	68.1	71.7	72.4
Community and Family Studies	74.4	74.9	73.2	74.5
Drama	77.0	78.4	77.5	77.9
English Advanced	77.9	79.6	81.0	78.1
English Extension 1	83.6	81.2	83.9	80.9
English Extension 2	88.8	79.0	79.9	80.6
English Standard	65.1	69.7	68.1	65.7
Food Technology	71.6	70.2	69.7	70.6
Geography	72.6	69.8	70.2	72.6
Investigating Science	67.9	73.1	70.6	71.6
Legal Studies	67.4	72.7	70.8	68.7
Mathematics Advanced	71.2	73.2	77.1	76.8
Mathematics Standard 2	66.0	68.9	67.6	67.9
Modern History	69.9	71.4	70.9	69.8
Music 1	86.7	81.7	79.9	82.8
Personal Development, Health and Physical Education	67.4	68.4	67.5	69.0
Visual Arts	82.4	81.4	79.8	81.6

## Parent/caregiver, student, teacher satisfaction

The school has made use of the Department of Education's Tell Them From Me survey facility for a number of years and draws heavily on the data extracted from the results. Parents receive information from the school via the 'parent portal'. the parent portal has become a vital tool in the communication between the school and its parent community. Through this parents have access to their child's timetable, assessment schedules, curriculum handbooks, attendance record, academic reports, NAPLAN results and school newsletter. In 2022 the percentage of parents accessing information has remained consistent at 70%.

The school offers parents the opportunity to engage with teachers at the Yr 7 Mocktail Evening and Parent Teacher Evenings in both Semester One and Semester Two through a combination of face to face events and through the Zoom Online meetings. Information evenings are also held throughout each term on various topics - Literacy/numeracy; vaping; technology.

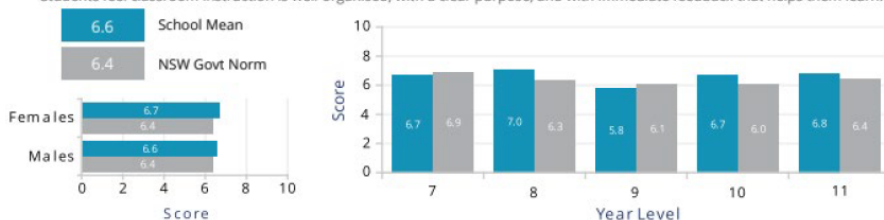
Staff were surveyed both through the Tell Them From Me facility and an independent internal survey. There is recognition among the teaching staff that their role is becoming ever more demanding and complex. As they work to meet departmental accountability, school documentation requirements and provide diversity in opportunities for students there is a growing sense of overload with teacher shortages and managing the COVID by online learning platform for intermittent periods of time to enable students to learn from home when ill. Staff have acknowledge there is a significant positive shift in leading improvement and change (79% Agree or Strongly Agree) and the clear communication of strategic vision (71 % Agree or Strongly Agree).

Student responses to the Tell Them From Me survey indicated they were at NSW Government School norm in relation to the effort they applied to their learning. The effects of COVID have impacted on students' mental health and engagement and this continues to be a major focus of our wellbeing team. Comparing data from the 2021 TTFM survey (804 students) and the 2022 TTFM survey (660 students). While the response to 'being interested and motivated' and 'a positive sense of belonging at school' has declined, analysis of data on the drivers of student outcomes and engagement in the classroom - Effective Learning Time, Explicit Teaching Practices and Feedback, Quality Instruction; Positive Teacher-Student relations; Positive Learning Climate and Expectations for Success have shown positive growth and are all significantly above NSW Government Norm.

*Refer to help text (?) for advice on this section*

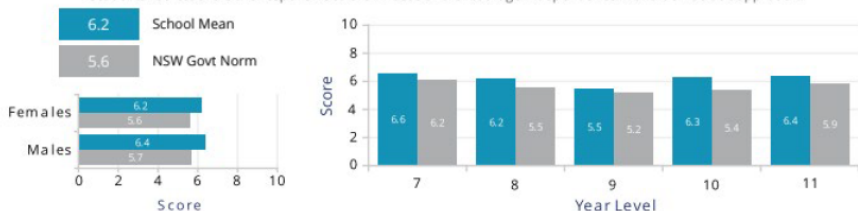
### Explicit Teaching Practices and Feedback

Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.



### Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

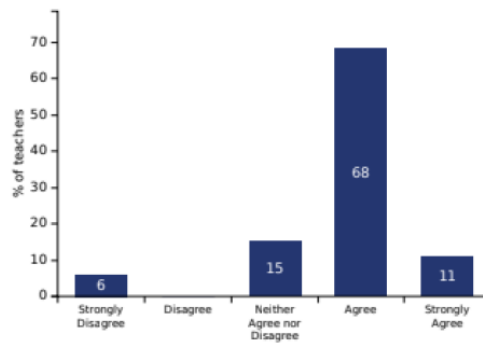


### Positive learning climate

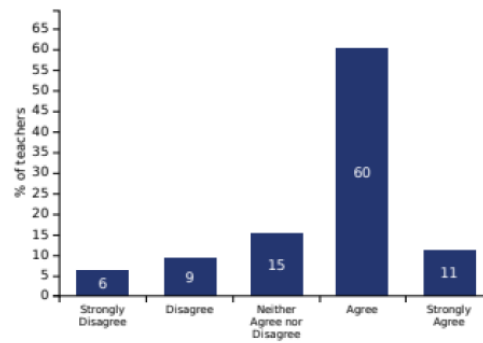
Students understand there are clear rules and expectations for classroom behaviour.



### School leaders leading improvement and change



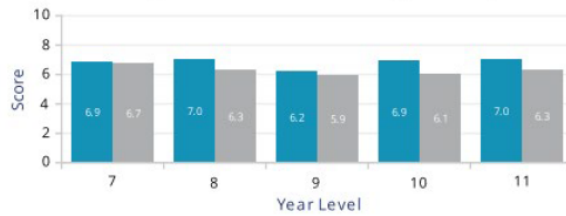
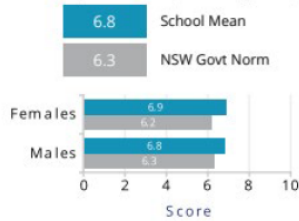
### Communication of strategic vision



## DRIVERS of Student Outcomes

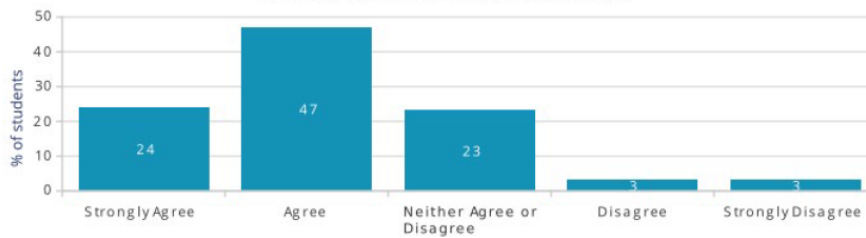
### Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.



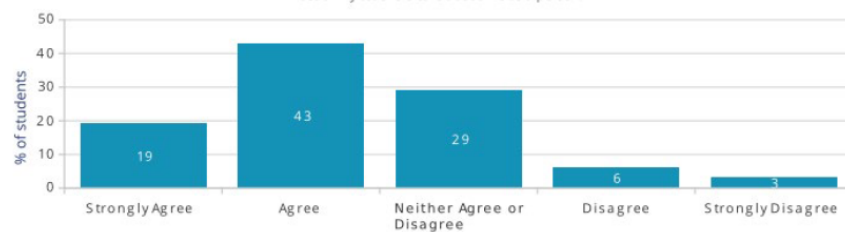
### Teachers Belief

My teachers believe that I can succeed in their classrooms.



### Teachers Care

Most of my teachers care about me as a person.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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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.

## Multicultural Education Policy

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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.