

2022 Annual Report

Nepean Creative and Performing Arts High School



*Creative and
Performing Arts*

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Introduction

The Annual Report for 2022 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.

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Message from the principal

I am pleased to present the Nepean Creative and Performing Arts High School 2022 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 School Budget Allocation, and particularly the needs-based funding allocation, to develop the key school initiatives that support the core business of teaching and learning in the classroom. Throughout 2022 we continued to aspire, in all things, to demonstrate care for ourselves, others and our community so that all feel heard, seen, valued and accepted. We supported our students to grow in understanding, individual expertise and creativity, and enabled students to strive with courage and cooperation and to flourish. We celebrated optimism, engagement, achievement and the pursuit of personal excellence for all students across the 2022 academic year.

Our diverse and specialised curriculum is designed to cater for students identified via audition as high potential and/or gifted in the selective stream of the Creative and Performing Arts, 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 facilities, 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. In 2022 we were also proud to officially open our newest school building facility - the multi-purpose sports gymnasium. The gym is a state-of-the-art indoor sporting facility complete with home and away changerooms and a range of additional features which make this multi-purpose sporting facility an exceptional addition to the physical features of our school.

Our innovative and broad curriculum, specialised teachers, and enhanced company and ensemble programs 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. 2022 has been a year of growth for Nepean Creative and Performing Arts High School, with a continual focus on maintaining continuity of learning for all students. We continued to strengthen our curriculum structure and enhanced elective options to engage our students and provide opportunities to excel in a broad range of areas of interest. 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, and our students demonstrated improved growth in academic achievement in the top 3 HSC achievement bands.

Staff have engaged with a range of professional learning opportunities throughout 2022 to support the work of our school's strategic directions, including professional learning in improving HSC results, formative assessment, literacy and numeracy, High Potential and Gifted Education, programming and assessment, and the Positive Behaviour for Learning framework. These were specifically tailored to support staff in continuing to meet the needs of our students, particularly following two years of interrupted learning and social growth for students across the school community.

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 2023, 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

2022



2022 School Captain Team



Official opening of the school gym with Stuart Ayres MP

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.



Drone image of Nepean Creative and Performing Arts High School

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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

Socio-economic background: \$158,647.18

Professional learning: \$12,500.00

Strategic Direction 1: \$150,571.00

Summary of progress

The **Literacy and Numeracy team** (LAN) was established to develop and implement literacy and numeracy initiatives to support student growth and attainment, embedded within an evaluative learning culture. Each of the team members received a 3 period allocation per fortnight and during this time they created resources and planned, implemented and evaluated action research cycles. This team was also tasked with the analysis of internal and external data. The work of the team was delayed in Term 1 by significant staffing challenges, leaving the bulk of the work to be carried out during Terms 2 and 3. A review and final evaluation was conducted in Term 4.

The impact of the team was varied and whilst the work did not lead to an observable uplift in student NAPLAN achievement, the process did strengthen teacher ability to complete and engage in evaluative action research cycles. In 2023 the Literacy and Numeracy team work will be continued via a whole school model rather than a specific team model. These improvement initiatives will target identified areas of student need, which will then be implemented in whole school Rapid Action Cycle practices embedded within faculty teams.

Embedding Whole School Reading Practices For Year 7 and Year 9

Over the course of Terms 1 & 2, the Literacy and Numeracy team led professional learning to install 15 minutes of sustained reading in each Year 8 & 9 class. The reading content was designed to relate to the content being taught in that class. This approach was based on research on cognitive load theory from controlled studies where students acquired reading strategies from topics they were familiar with.

Implications for 2023 include the need to further develop and embed the explicit teaching of reading strategies in all teaching and learning programs across the curriculum. Increased teacher professional learning on embedding differentiated reading strategies to support the varying reading abilities of students will also be a focus in 2023. Improved analysis of reading skills assessment data will also assist with identifying and clarifying the specific areas of need in reading growth, which can then be addressed through teacher collaboration around text selection and the embedding of pedagogical practices that support reading development.

Year 9 Pilot Program

In Term 1, the LAN Team developed a program targeting identified students in Year 9 who, based on Check-In Assessment data, demonstrate greatest potential for growth in Literacy and Numeracy. Students received specialised support prior to NAPLAN in May 2022. LAN Team teachers used their period allocations to provide in-class support to targeted students through co-teaching and academic coaching/mentoring addressing a set of literacy descriptors. The

School Counsellor also delivered student sessions on student motivation and goal setting. The impact of this initiative has shown some students adopting a more positive approach to their learning with an increase in their awareness of their motivation for learning and success as evidenced in internal assessments and teacher/student observation. Implications for 2023 include using elements of the Year 9 Pilot Program, namely goal setting and tapping into student motivations for success in learning, as tools to build student confidence as independent learners with aspirations for success. This may also include developing links to learning in school with the literacy and numeracy skills needed in the 21st Century workforce.

The LAN Action Research cycles initiative involved teachers in the Literacy and Numeracy Team using specific literacy strategies linked to the literacy progressions as part of their pedagogical practice, and evaluating the impact of this against the learning progress of five pre-identified students in their class. Staff utilised the support of the Curriculum Writing Specialist and the Rapid Action Cycle framework. This initiative:

- demonstrated success in increasing student engagement with and understanding of the literacy descriptors utilised
- resulted in innovative approaches being developed to boost literacy in Mathematics, with reported improvement and ongoing success with students
- yielded marginal success in improving writing
- demonstrated improvements in student comprehension of subject specific terminology

Implications for 2023 include the continued use of the Rapid Action Cycle as whole school evaluative practice to drive improvement in targeted areas of literacy and numeracy.

The Maths Enrichment Program was a joint initiative between Nepean Creative and Performing Arts High School and Leonay Public School and involved Stage 4 students collaborating with students in Stage 2 and Stage 3 on mathematics enrichment activities. The impact of this initiative included an increase in student confidence and motivation in mathematics for our students, the development of problem solving skills in our students, and a strengthening of the collaborative partnership between our schools. In 2023, the implications include the continuation of the program, a broadening of its scope and duration, and further assessment of the impact of this initiative on student learning in mathematics and improvements in numeracy skills across Stages 3-5.

The Writing in Secondary initiative was introduced in response to the school's invitation to participate in the Department of Education Writing in Secondary Schools pilot project. This initiative created a one-year Head Teacher Writing position above the staffing establishment, which enabled a designated 'Best in Class HSC Teacher' from within our staff to be co-located in our school, leading professional learning in explicit teaching of writing in the secondary curriculum. This Head Teacher formed a staff writing team, which included some members from the LAN Team. Teachers from HSIE, PDHPE, Science and Visual Arts were nominated by their Head Teachers and engaged in a combination of self-paced online and facilitated online learning sessions. Throughout this cycle of learning participants reviewed and modified assessment tasks, developed and implemented a teaching and learning plan, assessed student writing and then reflected on the impact the interventions and learning has had on both their own pedagogy and student growth in writing. The overlap of work between the LAN and Writing in Secondary team members led to competing priorities for the some staff, which resulted in a shift in focus for those staff away from the LAN initiatives towards the Writing work.

The impact of this initiative has been that 100% of staff participants in the Writing in Secondary project have reported increased confidence in teaching and assessing writing skills. Moreover, the same number of staff now engage in the Assessment Review Process to ensure that social and rhetorical purpose is addressed explicitly on assessment notifications. This has led to 80% of Year 7 students to engage in this project. Implications for 2023 include the continued focus on writing across the school utilising the tools and principles from the Writing in Secondary project. This will need to be supported by a series of action research cycles undertaken by all staff across all faculties, monitored by Head Teachers, and evaluated to assess impact on student growth.

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
Achievement of 2022 system	2022 NAPLAN data indicates 14.29% of students are in the top two skill

<p>negotiated targets:</p> <p>Reading: A 2.4% increase in the percentage of students achieving in the top 2 Bands in Year 9 NAPLAN Reading.</p>	<p>bands for reading indicating progress yet to be seen for this system negotiated target.</p>
<p>Achievement of 2022 system negotiated targets:</p> <p>Numeracy: A 2.6% increase in the percentage of students achieving in the top 2 Bands in Year 9 NAPLAN Numeracy.</p>	<p>2022 NAPLAN data indicates 8.47% of students are in the top two skill bands for numeracy, indicating progress towards the lower bound system negotiated target.</p>
<p>Reading: A further 1% uplift in the % of students achieving at or above expected growth in Year 9 NAPLAN Reading</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Numeracy: A further 2% uplift in the % of students achieving at or above expected growth in Year 9 NAPLAN Numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Achievement of 2022 system negotiated targets:</p> <p>HSC: A 7.34% uplift in the percentage of students achieving in the top 3 Bands in the HSC compared to the system generated baseline.</p>	<p>45.34% of students attained results in the top three HSC Bands demonstrating progress towards the lower bound system negotiated target.</p>
<p>Increasing the proportion of Aboriginal students attaining the HSC in 2022, while maintaining their cultural identity.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity in 2022 was 3.9 % of the total HSC cohort, representing a 1.2% decrease from the 2020 Year 10 cohort.</p>
<p>Achievement of 2022 system negotiated targets:</p> <p>Reading: A 2.7% increase in the percentage of Aboriginal students achieving in the top 3 Bands in Year 9 NAPLAN Reading.</p>	<p>41.18% of Aboriginal students have achieved in the top 3 Bands in Year 9 NAPLAN Reading demonstrating progress towards the lower bound system negotiated target.</p>
<p>Achievement of 2022 system negotiated targets:</p> <p>Numeracy: A 7.95% increase the percentage of Aboriginal students achieving in the top 3 Bands in Year 9 NAPLAN Numeracy.</p>	<p>31.25% of Aboriginal students have achieved in the top 3 Bands in Year 9 NAPLAN Numeracy indicating the school exceeded the upper bound system negotiated target of 28.40%</p>



Alex C - The Power of Photography - Year 12 Video and Digital Imaging

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

Strategic Direction 2: \$10,000.00

Professional learning: \$56,844.18

Summary of progress

Embedding evidence-informed pedagogical practices

Work in embedding Williams' five pillars of formative assessment continued throughout 2022. Targeted professional learning was delivered during each school development day in terms 1-3, through which staff have demonstrated a well-developed and critical understanding of pillar 1: Learning Intentions and Success Criteria (LISC). Implementation of these strategies is a feature of classrooms across all key learning areas. This professional learning work was explicitly linked to our Rapid Action Cycle (RAC) activities throughout the year, though it was noted by the end of Term 2 that staff engagement with the RAC process demonstrated a need to further refine the documentation designed to support this process. Professional investigation into pillar 2: Eliciting evidence of student learning, formed a dual focus along with targeted writing strategies for our Rapid Action Cycle (RAC) professional learning throughout 2022, but quite specifically from Term 3. The explicit connection established between the work of Williams, its implementation in the classroom and the development of a culture of continual evaluation through the RAC established a strong foundation for future work in this area.

While competing priorities have limited the impact of some of this work in 2022, staff engagement with both pillar 2 and the RAC will be sustained in 2023 complementing the implementation of professional learning and reflection of pillar 3: Feedback.

Further work is needed to share best-practice examples of LISC throughout teaching and learning programs and summative assessment tasks. The implementation of a school-wide process of observation and team-teaching activities, supported by the redevelopment of the Head Teacher Secondary Studies role to support professional practice in 2023 will also further support this work.

Visible Instructional Leadership

A small team of staff, including 3 Head Teachers, 2 Classroom Teachers and the Principal, engaged in the 2022 Three Rivers for Learning Program led by Ann McIntyre. The work of the team focused on reviewing the existing collaborative professional learning practices operating within the school, whilst also building the capacity of the team members to initiate and lead professional learning practices within their faculties and at the whole school level. 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 schools' professional learning teams. Specifically, the refining of the Rapid Action Cycle process which occurred in Terms 3 and 4, was a key feature of the work of this team. The team identified the need to more closely align Head Teacher support of the Rapid Action Cycles with Head Teacher professional learning. In addition to aligning the RAC process to the work being undertaken at faculty level and to embed whole school improvement initiatives such as the explicit teaching of writing across the curriculum. In 2023, work in this initiative will focus on the continued refinement of the Rapid Action Cycle process as a feature of our evaluative learning culture to support the work of the Strategic Improvement Plan across all faculties. Reforming the role of the Head Teacher Secondary Studies into a role that supports teacher professional practice will also provide further instructional leadership support to teachers across the school.

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>Effective Classroom Practice: School self assessment against the School Excellence Framework in the element 'Effective Classroom Practice' is making progress towards sustaining and growing in the theme of 'explicit teaching.'</p> <p>Assessment: School self assessment against the School Excellence Framework in the element 'Assessment' is making progress towards sustaining and growing in the theme of 'formative assessment'.</p>	<p>The school has continued its systematic engagement with the work of Dylan Wiliams. All teachers identify a knowledge and understanding of the significance of pillars 1 (Learning intentions and success criteria) and 2 (Eliciting evidence of student learning) of Wiliams' 5 pillars of formative assessment. Evidence of the implementation of these practices is evident in professional learning priorities, teaching programs, classrooms and student survey responses. School self-assessment against the School Excellence Framework is making progress towards sustaining and growing in the theme of 'explicit teaching'.</p> <p>This work has seen an increase in the explicit use of pedagogies that embed formative assessment practices across the curriculum. Evidence of the implementation of these practices is found in professional learning priorities, teaching programs, classrooms and student survey responses. School self-assessment in the theme of 'formative assessment' within the 'assessment' element of the School Excellence Framework indicates the school is now performing at sustaining and growing.</p>
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.	2022 Tell Them From Me data indicates a 3% decrease in the composite percentage of students who report an increase in the areas of rigour and intellectual engagement from the 2020 school-observed baseline.
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 and the 2021 Tell Them From Me surveys	<p>2022 Tell Them From Me data indicates a 6% increase in students reporting valuing of school outcomes compared with 2021 data, showing a return to the 2020 school baseline. Students self-report an overall decrease increase in intellectual engagement of 4% compared with the 2020 baseline but students in Year 11 self-report a 15% increase whilst Year 12 self-report a 4% increase above the overall baseline, reflecting much lower levels of engagement in the junior years. Students in Years 8 and 10 report the lowest levels of intellectual engagement.</p> <p>Overall, students self-report a composite decrease in effort of up to 7% compared with the 2020 school-observed baseline. Students in Stages 4 and 5 have self-reported effort below the 2020 school-observed baseline, whilst students in Year 11 and 12 report a 9% and 6% increase in effort respectively above the composite school-observed baseline.</p>



Year 7 Science students - Modelling diffusion

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

Strategic Direction 3: \$18,000.00

Socio-economic background: \$150,571.00

Professional learning: \$16,000.00

Summary of progress

LEARNING CULTURE

In 2022, the **Positive Behaviour for Learning (PBL)** team have consistently implemented a fortnightly focus with complimenting *move to class* song. This has led to a decrease of the number of students arriving late to class. The PBL team also developed new documents to support students to become familiar with PBL concepts as part of our new enrolment procedures, as well as documents to support new and casual staff to increase the embedding of PBL principles for all people in all places at all times. This has reinforced for new/casual staff that NCAPA High School is a PBL school with playground and classroom expectations that communicate consistent language. It has also supported staff to reward positive behaviour through our fast and frequent system and to build rapport with students.

Universal classroom expectations were developed in 2022 through collaboration with students and staff. The expectations follow OMPUA guidelines: Observable, Measurable, Positively stated, Understandable, Always applicable. Expectations were designed to be brief and clear statements, arranged in a considered order, explicitly taught and referred to with icons incorporated based on staff feedback. The posters are displayed in all classrooms; however, feedback from students and staff has reported the need for larger posters to be displayed to improve visibility.

Students in Years 7 and 8 engaged in PBL mini lessons fortnightly rotated through faculties. Teacher feedback on these mini lessons has been inconsistent ranging from activities being well-suited to some activities being too difficult. Student engagement in the activities has not been as successful as hoped and there has been information collected from students and teachers to evaluate and improve the materials moving forward.

The school's anti-bullying plan was reviewed and redeveloped to detail the strategies implemented at NCAPAHS to reduce student bullying behaviours. A review of this plan led to updating our school process and policies aligning with the student behaviour strategy and the Inclusive, Engaging and Respectful Schools policies. A *Positive Relationships* document has been developed to support staff, students and the school community with working together to reduce bullying behaviours across our school community, and this will be utilised in 2023.

In 2023, the PBL Team will be renewed and will continue to sustain, monitor and work towards improving practices across the whole school. The team will work to refresh the PBL work across the school, and will rename this work as Nepean Connect. There will be a continuation of the implementation of the fortnightly focus and linking the focus to a *move to class* song that precedes the school bell. Faculties will coordinate subject-specific expectations for their particular subject areas using the PBL universal classroom expectations. The delivery of mini lessons needs to be reconsidered for 2023 to have improved impact for our incoming Year 7 students, but also across the whole school with the delivery of universal lessons.

Perfect Presence

In 2022 the school participated in the Perfect Presence pilot program with the aim of improving the percentage of students attending school more than 90% of the time. The program was specifically designed to identify and address

students showing early signs of disengagement from school so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities. The program was facilitated by an external provider Creating Chances during Term 2 over 6 weeks. Sessions were practical and theory based and included topics on values, conflict resolution, positive relationships, goal setting and resilience building.

30 students from Year 8-10 were invited to be part of the program with the requirements being that attendance was under 90% and the student had two suspensions; 14 of these students and their families accepted the invitation. Student attendance throughout the program was mixed and teachers observed some students displayed inconsistent commitment to, and attendance in, the program. There were also some staffing challenges which hampered the smooth running of the initiative. Student evaluation was mixed, with some student evaluations indicating they felt the program was too short to yield significant positive benefit to their levels of engagement at school, whilst others noted that the program increased their value of education. In 2023, the school will participate in an evaluation of the program to further improve this initiative, and it is expected an improved version of the program will operate again in 2023.

Merit Reward System

In 2022, the number of students awarded a merit award increased almost 200% from 2021, with 1283 merits awarded. Year Adviser Bronze awards also increased by more than 200% from 2021. However, the Sentral database has been shown to be an inaccurate reflection of the number of students attaining Bronze, Silver and Gold awards, as well as the Nepean Medallion; work will be undertaken in 2023 to ensure school records accurately reflect the Merit Reward system. At recognition ceremonies this year, the top 25 students who received *fast and frequent awards* were invited to the recognition ceremonies in Terms 2 and 4, and these ceremonies were also well attended by families.

In 2023, there will be further work undertaken to strengthen the Merit Reward system with a need to work towards increasing consistency in the way students are recognised for their positive achievements in school and their participation in extracurricular activities and school representation. Improvements will be undertaken to strengthen the consistency with which this data is recorded and collated. Recognition ceremonies will continue to occur each semester and there will be continued evaluation of positive behaviour data and award data to ensure that the Merit Reward system is equitable and fair.

EVALUATIVE PRACTICE - Implementing Rapid Action Cycles

In 2022 work in this area was linked to the Writing in Secondary professional learning and William's Embedding Formative Assessment as part of Strategic Direction 2 (SD2). The structure of linking the strategic directions work allowed for development in observing the impact on student learning of the professional development from SD1 and SD2 in classroom practice.

Breakspear and Jones (2021) Teaching Sprints was utilised as the base of the rapid action cycle work for classroom teachers. The structured process allowed for clarity in what, why and how of the process. Each teacher across the school completed a rapid action cycle proforma which encouraged articulation of how they will embed the professional learning provided as *learning by doing*. Staff were encouraged to focus on how the explicit teaching strategies demonstrate *impact in their classroom*. Term 4 included a stronger cycle as well as contextualising Breakspear and Jones protocols including the check in and review & reset to enhance greater participation in the implementation.

Evaluations of the rapid action cycle (RAC) work demonstrates an increase in the implementation and efficacy of explicit teaching in the writing strategies as well as formative assessment strategies. The collaborative practices utilised through the RAC protocols and cycle have allowed teachers to engage with practices of collaboration and stronger understanding of the evidence base behind the professional development across the school.

In 2023, work in this area will focus on sustaining, monitoring and further improving the embedding of cycles of classroom-based action research practices across all key learning areas. This will include: continuing to link the rapid action cycles to strategic direction 1 and 2 to ensure professional development is embedded in day-to-day practice; further development of observation and team-teaching practices in the classroom which are linked to the RAC work; and the deepening of engagement in collaborative practices across staff to further develop a thriving professional learning community that is focused on continuous improvements in teaching and learning practices. Furthermore, rigorous analysis of internal and external data to determine impact will guide both ongoing implementation as well as future school planning, to provide continuous improvement in our evaluative learning culture, and to support positive growth in student learning.

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 2:1 in favour of positives entries.	School Sentral data shows a ratio of 1.1 positive behaviour data entries for each negative behaviour data entry in 2022, inclusive of Merit Award data.
Achievement of 2022 system negotiated targets: Wellbeing: An uplift of 4.5% 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.	Student wellbeing data, as measured in the Tell Them From Me survey in the areas of advocacy at school, expectations for success, and sense of belonging indicates 55.39% of students report a positive sense of wellbeing. This is an improvement towards the lower bound target trajectory compared with 2021, but is reflective of an overall decline of 3.31% compared with the system generated baseline.
SEF assessment of the element 'Data skills and use' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use. An analysis of the self-assessment against each theme of this element shows progress from delivering to sustaining and growing in the themes of 'data literacy' and 'data use in teaching', reflective of positive progress towards sustaining and growing.
Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes	Analysis of school practices and internal school data shows that staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance through the recognition ceremonies held twice per year, as well as at the final end of year presentation assembly. Student attendance data is regularly reviewed and is used to inform planning and the implementation of personalised attendance approaches, but these processes are yet to yield overall attendance rates for all students. School self-assessment against the School Excellence Framework indicates the school is at delivering in the theme of attendance, with modest progress made towards the school identified target.
Attendance: An uplift of 4.5% in the percentage of students attending 90% of the time or more, compared with the system generated baseline.	The number of students attending greater than 90% of the time or more has decreased by 17.56%; however, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19.



2022 Swimming Carnival

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$181,095.00</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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around how to meet the learning needs of students diagnosed with Autism <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards the personalised learning goals identified in their Learner Profiles (PLSPs). This was measured through student participation in learning, learning growth, and teacher feedback. Parents, students and teachers were included in the collaborative development of Learner Profiles to ensure the goals and needs were clearly negotiated by, and communicated to, student, family and school staff. All Learner Profiles were regularly updated and remained responsive to student learning needs and progress ensuring that eligible students received personalised learning and support within their own classrooms, and that teachers received support to adjust their programs to meet the needs of these learners.</p> <p>After evaluation, the next steps to support our students will be: to continue incorporating integration funding decision-making into the Learning and Wellbeing Team meeting agenda to ensure funding use is regularly reviewed and to ensure that student needs are met. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. The Learning and Wellbeing 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. This will also support the development, implementation and monitoring of effective Student Behaviour Management Plans and Functional Behaviour Assessments to ensure that students are supported to develop in their learning, behaviour and wellbeing. In addition, the development and refinement of these plans will continue to support students in these areas in the most responsive and effective manner.</p>
<p>Socio-economic background</p> <p>\$309,218.18</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"> • Reading • Numeracy • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through LAN Team to support student learning • providing students in need of economic support with educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$309,218.18</p>	<ul style="list-style-type: none"> • employment of additional staff to support the implementation work of Strategic Directions 1 and 3. • 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>The allocation of this funding has resulted in the following impact: 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 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>
<p>Aboriginal background</p> <p>\$81,158.98</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students and to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait Islander students are supported through the PLP process that occurred in consultation with students, families and the AEO. The AEO provides ongoing learning and wellbeing support to these students through targeted learning support, monitoring and support of/for increased attendance, family/carer engagement, community partnership and cultural wellbeing support. The AEO, with teacher supervision, engages all identifying students through the Worrimi roll call/check in program delivering opportunities for cultural growth and identified opportunities. This has resulted in students who are deepening their cultural connection and moving toward higher levels of academic success.</p> <p>After evaluation, the next steps to support our students will be: to continue to develop the role of the AEO to work in collaboration with students and class teachers to strengthen the connection between attendance, engagement and academic success; to further develop and implement measurement strategies to show student growth and to highlight areas of need and to use this as a tool with students to negotiate and clarify their learning goals. In addition, the AEO and Aboriginal Education team will continue to maintain, strengthen and seek opportunities for community engagement to support and enhance the cultural competency of staff, and cultural growth of students. Opportunities for professional development of the AEO will be sought to ensure this position is used strategically to improve student learning and wellbeing outcomes.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nepean Creative and</p>

<p>\$13,590.89</p>	<p>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 the following impact: students from an EAL/D background are supported to engage in their learning in the mainstream classroom through teaching programs that are adequately modified to enable participation. Learning and Support teachers provide withdrawal sessions to pre-load the language demands of teaching units and work in consultation with the class teachers to make the necessary modifications at class learning activity and assessment level.</p> <p>After evaluation, the next steps to support our students will be: to provide professional learning to key staff to further develop their understanding of the English language demands of the curriculum and the pedagogical and content adjustments required to meet student needs. We will continue to provide learning support to promote learning growth.</p>
<p>Low level adjustment for disability</p> <p>\$282,478.85</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"> • 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 • employment of LaST and interventionist teacher • support for students with Personalised Learning and Support plans, developing Learner Profiles, and applying for HSC Special Provisions. <p>The allocation of this funding has resulted in the following impact: Students have been effectively supported in the classroom by SLSOs and Learning and Support teachers, and through the development of learner profiles, Personalised Learning and Support Plans, Safety plans, Health Care plans and Behaviour Support plans to assist them to work toward their learning goals</p> <p>After evaluation, the next steps to support our students will be: further supported through the creation and staffing of a targeted Learning & Wellbeing hub that is both proactive and reactive to students' needs. This will provide an allocated space to work with students who display complex and diverse needs.</p>
<p>Professional learning</p> <p>\$85,344.18</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 Nepean Creative and Performing Arts High School.</p>

<p>Professional learning</p> <p>\$85,344.18</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 • Embedding evidence-informed pedagogical practices • Learning Culture • Evaluative practice • Writing for the HSC • Visible instructional leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A range of professional learning activities to provide targeted professional learning aligned with leadership and implementation of improvement initiatives across each of the 3 Strategic Directions. Expenditure included access to specialised external Professional Learning Courses, release time for teachers to collaborate on new practices introduced in professional learning activities, and release time to enable teaching and non-teaching staff to engage in learning to support the work of the School Improvement Plan and school-wide improvement practices. <p>The allocation of this funding has resulted in the following impact: Growth in teacher capacity to improve student learning; growth in non-teaching staff capacity to engage in work that underpins the operation of the school, thus supporting core business of teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to align professional learning funds with opportunities for teaching and non-teaching staff to further extend their capacity to support our core business of teaching, learning, and growth in student outcomes.</p>
<p>COVID ILSP</p> <p>\$62,243.00</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>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"> • employing staff to supervise and monitor progress of student groups engaging in online tuition through the external provider 'Cluey'. • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in reading and numeracy. <p>The allocation of this funding has resulted in the following impact: 170 students, across 34 literacy, and 34 numeracy groups, accessing small group tutoring in 2022. The program was not able to be staffed during Terms 1-2, initially due to significant staffing pressure brought about by the impact of the COVID-19 pandemic on school staffing levels, and then further due to the loss of temporary staff who took up positions in other areas of the teaching workforce. In Term 3, the program focused on Small Group Tuition delivered by the online learning provider 'Cluey' with the support of additional SLSOs. The tutoring was predominantly standardised across the groups and was not significantly adjusted to the learning needs of students. It was difficult to manage in the spaces available across the school, while contending with ongoing sound and connectivity issues. Student engagement was also negatively impacted by the connectivity issues of the tutoring company. Cluey staff absences impacted the viability of the program, with sessions often cancelled after the students arrived for their session. Students found that engaging in the online format raised feelings of despair and disconnectedness, and as a result, they became increasingly</p>

<p>COVID ILSP</p> <p>\$62,243.00</p>	<p>unwilling to engage in the online learning format. The number of students engaging by the end of term 3 had significantly reduced, with students expressing their unwillingness to continue, and parents supporting this decision. This method of tutoring was logistically challenging and did not provide optimum learning conditions for students. Due to the confidence and ability levels of the newly employed SLSOs, they spent Term 4 completing tutoring in classrooms and training to be able to deliver independently in 2023. In 2022 this program showed minimal measurable impact on student growth. The skills delivered to students were not aligned to the learning in the classroom, leaving them unable to connect and apply the learning from these sessions in any meaningful way.</p> <p>After evaluation, the next steps to support our students will be: to continue working towards engaging and retaining staff to deliver the program, and providing these staff with the skills required to analyse student data, develop and deliver small group tutoring programs, and analyse the impact of these programs on student learning growth. It remains essential that the skills delivered to students are aligned to the learning in the classroom, so that students can connect and apply the learning from these sessions in a meaningful way. Moving forward, we will engage in small group withdrawal tutoring with an SLSO for 5 minutes twice per week. The programs will be developed by Learning and Support teachers, and will be skills based, but aligned to the content taught in class. This will provide the face to face learning style that students best respond and will be delivered by a consistent SLSO to promote an optimal learning environment where students are known by the tutor and where their individual learning needs are catered for. This will also allow students to apply the skills learned in tutoring to their classroom learning activities.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of a Student Support Officer to engage in delivery of targeted support and interventions for students and families across our school community. <p>The allocation of this funding has resulted in the following impact: the delivery of anti-bullying programs in small groups and across cohorts; the delivery of Mental Health First Aid courses for staff and community; the development and delivery of specific student support programs including friendship development, pro-social behaviour development; healthy relationships and conflict resolution activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to implement and review Student Support Officer program and support delivery to align the wellbeing programs with identified areas of student support need.</p>



2022 Leadership Team

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	429	435	418	381
Girls	709	656	599	599

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.9	92.8	90.5	85.8
8	87.7	90.8	88.4	83.9
9	86.2	89.6	85.4	82.3
10	84.8	88.6	84.0	79.6
11	86.4	84.0	84.9	80.9
12	87.5	90.6	85.0	85.5
All Years	87.3	89.6	86.5	82.8
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

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	0	0	3.8
Employment	6.6	24	24
TAFE entry	2	5.6	18.2
University Entry	0	0	47
Other	14.7	1.6	1.9
Unknown	0	0	4.8

In 2022, Nepean Creative and Performing Arts High School had a total of 49 students gain entry into university/private provider for Bachelor courses, with 33 of these students securing an offer through the Western Sydney University True Rewards program.

Year 12 students undertaking vocational or trade training

35.43% of Year 12 students at Nepean Creative and Performing Arts High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Nepean 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.

Furthermore, a total of 5 students from Stage 5 successfully completed a Certificate III in VET Music Industry, contributing 2 Units towards their 2024 HSC.



Mathematics students on excursion participating in laboratory research



Year 9 Mathematics students participating in an immersive learning opportunity at the University of Technology Sydney

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	52.9
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.77
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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.

Additional Above Centrally Identified Position staff

Nepean Creative and Performing Arts High School employs an additional Deputy Principal and an additional Head

Teacher through the 'Above Centrally Identified Position' program using funding from the School Budget Allocation. These two positions have become critical to the operation of the school, with 2022 being the 3rd successive year that each of these positions has been in place.



Students participating in the 'Skill Me Up' program



Dance students performing at Synergy Dance Festival

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 Actual (\$)
Opening Balance	882,476
Revenue	13,414,534
Appropriation	12,591,858
Sale of Goods and Services	294,597
Grants and contributions	517,271
Investment income	10,807
Expenses	-13,374,866
Employee related	-12,060,463
Operating expenses	-1,314,403
Surplus / deficit for the year	39,669
Closing Balance	922,145

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.

	2022 SBAR Adjustments (\$)
Targeted Total	181,095
Equity Total	686,447
Equity - Aboriginal	81,159
Equity - Socio-economic	309,218
Equity - Language	13,591
Equity - Disability	282,479
Base Total	10,670,137
Base - Per Capita	267,724
Base - Location	0
Base - Other	10,402,413
Other Total	669,886
Grand Total	12,207,565

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.



NAIDOC Week

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.

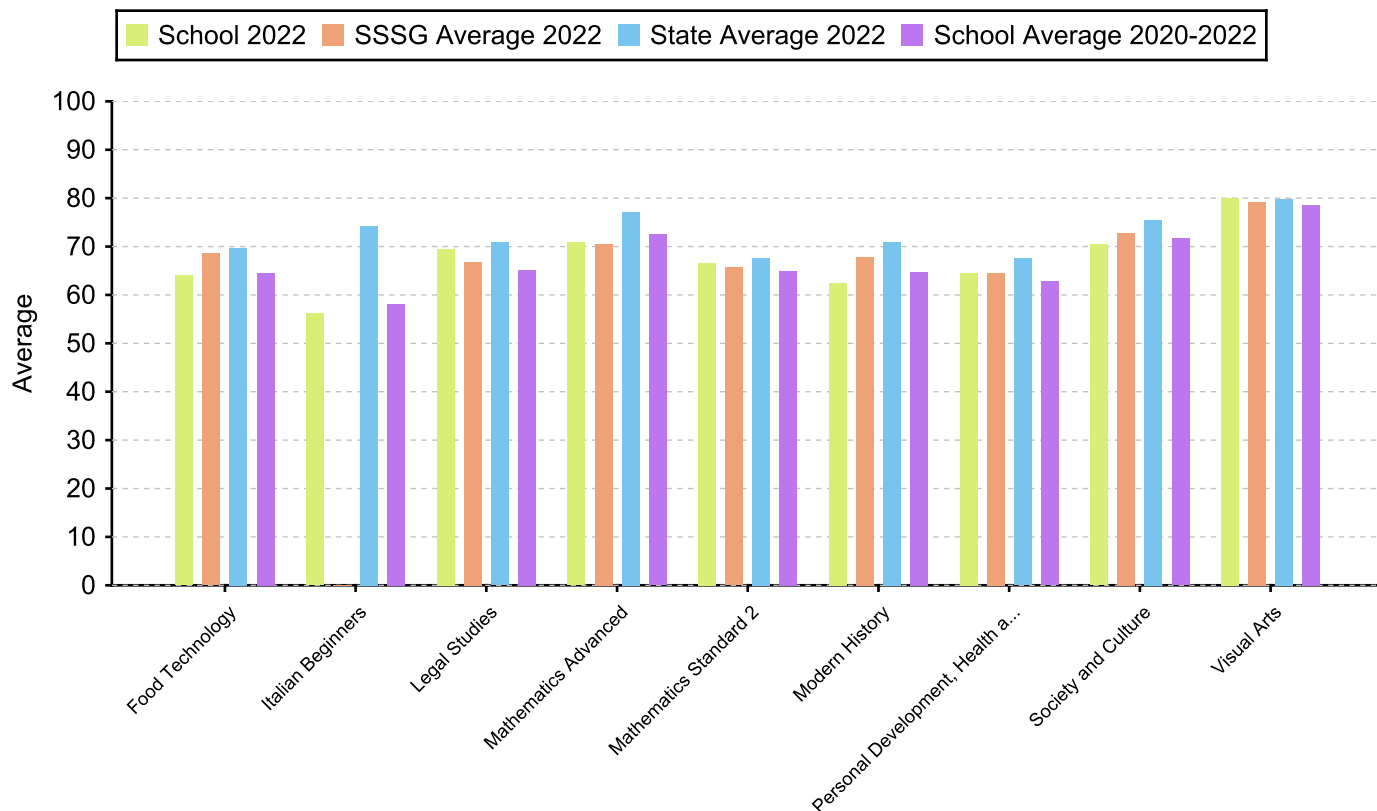
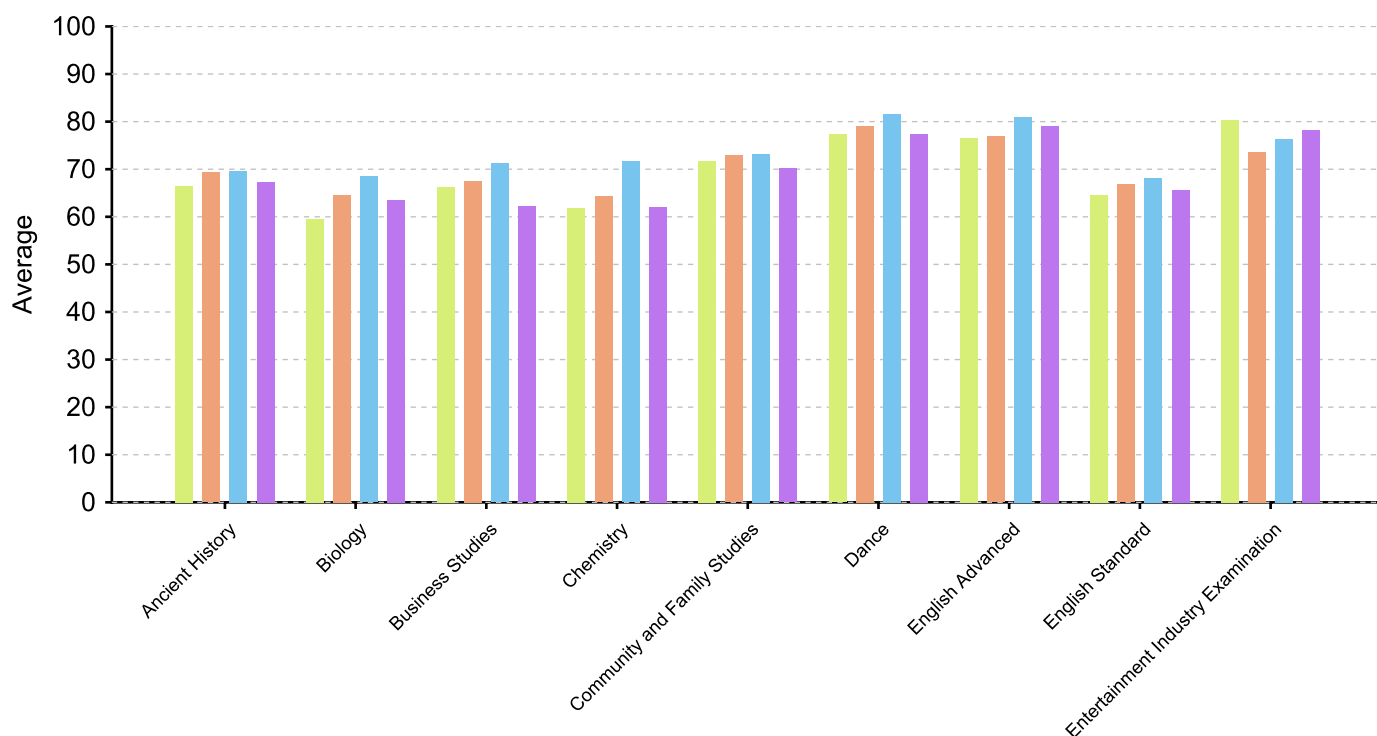


Circus Arts students showcasing their exceptional talent

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 2022	SSSG	State	School Average 2020-2022
Ancient History	66.5	69.3	69.6	67.4
Biology	59.6	64.6	68.5	63.5
Business Studies	66.3	67.5	71.2	62.2
Chemistry	61.9	64.2	71.7	62.0
Community and Family Studies	71.7	72.9	73.2	70.1
Dance	77.3	79.1	81.6	77.4
English Advanced	76.5	76.9	81.0	79.1
English Standard	64.6	66.8	68.1	65.7
Entertainment Industry Examination	80.3	73.6	76.4	78.3
Food Technology	64.0	68.5	69.7	64.5
Italian Beginners	56.2	0.0	74.3	58.2
Legal Studies	69.5	66.8	70.8	65.1
Mathematics Advanced	70.8	70.5	77.1	72.5
Mathematics Standard 2	66.6	65.7	67.6	64.9
Modern History	62.5	67.9	70.9	64.8
Personal Development, Health and Physical Education	64.5	64.5	67.5	62.8
Society and Culture	70.4	72.9	75.5	71.6
Visual Arts	80.0	79.2	79.8	78.6

Parent/caregiver, student, teacher satisfaction

The 2022 Tell Them From Me survey responses indicate that parents / caregivers: feel welcome when they visit the school; acknowledge that administration staff are helpful when they have a question or problem; believe that written communication from the school is in clear, plain language. Parents / caregivers overwhelmingly reported that their child has a clear understanding of the expectations of behaviour and further affirmed that teachers also had high expectations for students to pay attention in classes. Parents / caregivers indicate they provide greater input into school planning and the development or review of school policies, in comparison to teaching or reporting practices. 78% of respondents were expecting their child to complete Year 12, with 47% and 41% expecting their child to continue with tertiary studies at university and TAFE respectively. Parents are overwhelmingly supportive of Vocational Education and Training (VET) and TAFE options, with 78% also indicating they recognise the benefits that these pathways provide. 80% of parent / caregiver respondents indicated that the subjects their child wished to study were available at the school; and 94% of respondents reporting that Nepean CAPA High School was their first school choice of public schools for their child to be enrolled in.

Student responses from Tell Them From Me reveal that Stage 6 students are more interested and motivated in their schooling, and are above the NSW Government norm, when compared to students in stage 4 and stage 5, with students in stage 6 also trying significantly harder to succeed in their learning than students in both other stages. Student participation in extracurricular activities also increases when students are in stage 6, and is notably higher than the NSW Government norm, whereas the opposite is true for student participation in school sports, with the greatest participation occurring in years 8 and 9. Students in year 11 and year 7 have greater expectations for success, and also have formed positive relationships, in comparison to other year groups. Students from across cohorts also indicated that their greatest learning improvement at school have been in the following areas:

- learning how to effectively articulate their thoughts in writing which was reflected in higher marks
- learning to communicate with others
- time management
- taking on board feedback to improve
- growth in English and Mathematics

Teacher responses in Tell Them From me overwhelmingly indicate that school leaders are leading improvement and change in the school, with 82% of teachers reporting that school leaders clearly communicate their strategic vision and values for our school. Teacher collaboration on strategies involving student assessment and engagement are notable areas of strength. In terms of the four dimensions of classroom and school practices, teacher responses in the school are mostly on par with the NSW Government norm for setting challenging and visible goals for students, planning learning opportunities for students, and overcoming obstacles to student learning. The majority of teachers have also indicated that the school supports both effective teaching practices and creating a sense of belonging for students, with 84% of teachers indicating that the school is a welcoming place for students.



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

In 2022 we continued to extend our Aboriginal Education initiatives. Our annual NAIDOC Award Assembly and NAIDOC week activities were enriched by the presence of local elder and former student of Nepean, Uncle Chris Tobin. In 2022 the Nepean NAIDOC Award was presented to Ella M in Year 9, recognising the outstanding level of commitment Ella has displayed in leading engagement with our Aboriginal and Torres Strait Islander peoples in our community and beyond, and for her commitment to promoting and addressing Indigenous issues in the wider community. Ella has done this through Aboriginal artwork, dance, and leadership of Aboriginal games, activities and story telling with our local Primary School students. Our annual NAIDOC 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 2022. Pathways to Dreaming aims to engage, support and recognise achievement in Aboriginal and Torres Strait Islander students in connection with our school curriculum and values of care, opportunity and success. The Pathways to Dreaming program provided 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.

All staff undertook additional training in Aboriginal Cultural Education this year, leading to a significant enhancement of our shared understanding of connecting with our Aboriginal students and families across our school community. Further to this, our Aboriginal Education Team also reviewed the Roll Call initiative that provides an additional opt-in level of support for our Aboriginal and Torres Strait Islander students, with the roll call taking on a new name of Worrimi, a local Darug word meaning 'welcome', in late 2022 in response to this review.

Our Aboriginal Education Team strengthened our relationship with the Blue Mountains Aboriginal Culture and Resource Center Elders (BMACRC), with several staff accompanying the BMACRC Elders on a trip to Canberra to engage in deepening cultural and historical knowledge of our local Aboriginal people. Staff deepened their understanding of how to utilise the Australian Institute of Aboriginal & Torres Strait Islander studies to support families with researching their family history to connect with family and country. In 2023 we will continue to provide opportunities for students and staff to connect and engage with our local Elders to authentically connect with Aboriginal culture and history. We will also continue to participate in the local AECG to enhance student and staff learning and understanding.

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
- All staff engage in professional learning to develop their understanding of the Department of Education's Anti-Racism Policy, and to inform their practices in promoting inclusivity and addressing issues of racism
- 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
- The whole school community participated in Multicultural Day 2022, which was introduced, organised and led by the Year 12 Vice Captain as part of her leadership legacy project for the school
- 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 2022, eight incidents of racially inappropriate behaviour were recorded on Sentral. Three 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.



Schools Spectacular 2022



Lambs born on the schools agriculture plot



Smoking ceremony for Multicultural Day