

2023 Annual Report

Nepean Creative and Performing Arts High School



*Creative and
Performing Arts*

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Introduction

The Annual Report for 2023 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 proud to present the Nepean Creative and Performing Arts High School 2023 Annual Report to our community. This report provides a summary of our continuing and unrelenting focus on positive growth and continuous improvement 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 our classrooms.

Throughout 2023 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 2023 academic year. This was encapsulated in our strong academic growth, evidenced in significant improvements in our HSC results and literacy and numeracy check in assessment results.

Our diverse and specialised curriculum caters 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 Inclusive Education Unit meets the needs of students with hearing impairment, as well as students with mild and moderate intellectual disabilities, and students with Autism. 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 and a state-of-the-art multi-purpose sports gymnasium.

Our innovative and broad curriculum, specialised teachers, and enhanced company and ensemble programs ensure students have every opportunity to excel in: academic curriculum, 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. 2023 has been a year of significant 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 more than 10% growth in academic achievement in the top 3 HSC achievement bands.

Staff have engaged with a range of professional learning opportunities throughout 2023 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. Our continued engagement with the Writing in Secondary program has continued to yield significant growth in the explicit teaching of writing across our curriculum, contributing positively to academic success for our students. Our Professional Learning program was specifically tailored to support staff in continuing to meet the needs of our students.

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 2024, and hopes 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



Student Leadership Committee and Senior Student Leadership Team
2023



Senior Leadership Team with Principal Mrs T. Irons

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 1025 in 2023, 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 speciality 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.



Beastman Mural



Music Showcase 2023

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
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

English language proficiency
Low level adjustment for disability
Aboriginal background
Professional learning
Socio-economic background
Integration funding support
Per capita

Summary of progress

Reading:

In 2023 the Literacy Concepts Team identified the requirement for a common approach across faculties regarding literacy and the language of literacy. This then resulted in the development of a plan of action. Decisions have been made regarding the resourcing, time and process required in 2024 to provide a cohesive, whole school approach to key elements of literacy, including reading, required by students to achieve appropriate outcomes. Discussions were held about the importance of developing a mission statement with buy-in by all relevant parties. This work will be consolidated in Term 1 2024 and will be the beginning of the implementation outlined in our theory of action roadmap. We have identified the barriers that prevented further development in 2023 and are now in a position to proactively address these for success in 2024.

Numeracy

At the start of the year, collaborating with teachers from Leonay Primary School, the Leonay Mathematics Enrichment Program was established in which primary school students had the opportunity to come to Nepean CAPA for one hour of Mathematics enrichment every fortnight. This comprehensive initiative aimed at fostering mathematical excellence among students. One pivotal component of this endeavour was the STEAM Primary School Connection Day, where students were immersed in interdisciplinary activities that seamlessly integrated science, technology, engineering, arts, and mathematics. To ensure a tailored approach, we conducted check-in assessments, allowing us to gauge individual student progress and adapt our strategies accordingly. Moreover, we delved into a thorough investigation of mathematical terminology, facilitating a clearer understanding for both educators and students. As part of our commitment to a holistic education, we meticulously mapped numeracy skills across various curricula, enabling us to draft cross-curricular strategies that promote a seamless integration of mathematical concepts into diverse subjects. This multi-faceted approach underscores our dedication to enhancing mathematical proficiency and creating an enriched learning environment for all students at Leonay Primary School.

Survey data from students and staff who participated in STEAM day showed the initiative was highly successful, with 82% of students rating the day either 4 or 5 out of 5, and 100% of the staff rating the day 5 out of 5. This initiative will be repeated in 2024.

The impact of our numeracy connection programs in primary schools has been resoundingly positive, as echoed by the enthusiastic feedback from both teachers and students. Their favourable testimonials underscore the effectiveness of our initiatives in enhancing mathematical understanding and skills. Moreover, the engagement reached a deeper level as

curriculum leaders actively participated in high-quality discussions regarding numeracy integration across different curriculums. This collaborative dialogue not only reflects the success of our programs but also emphasizes the importance of a holistic approach to numeracy education. The numeracy focus is also reflected in the new Mathematics programs for 2024. The shared enthusiasm and insightful conversations highlight the enduring impact of our efforts in fostering a numerically literate and interconnected learning environment within primary schools.

The implications of our strategic plans for the Nepean Learning Community are far-reaching, signaling a commitment to fostering collaboration and resource-sharing among feeder schools. By actively sharing curriculum resources with these schools, we aim to create a cohesive educational framework that benefits both teachers and students. The ongoing collaboration on curriculum-specific programming with feeder schools reinforces our dedication to tailored educational approaches, ensuring that the learning experience remains relevant and impactful. The sustained effort to plan numeracy primary school connection days not only underscores our commitment to numeracy education but also promotes a sense of unity within the learning community. Additionally, the creation of networking opportunities with feeder school teachers and leaders aims to establish a supportive environment for sharing insights and best practices, further enriching the overall educational landscape. These implications showcase a holistic approach to education that extends beyond individual schools, fostering a collaborative and thriving learning community.

Next year, in this initiative/strategic direction, we will continue to work on mapping numeracy continuum across curriculum areas for numeracy to be better embedded in various curriculum areas. We will investigate common strategies across curriculums for numeracy delivery. The work and connection with feeder schools will continue.

Writing for the HSC

The Writing in Secondary continued this year with teachers from English, HSIE, PDHPE and Support being nominated by their Head Teachers. These participants engaged in a combination of self-paced online and facilitated online learning sessions. Throughout this cycle of learning assessment tasks were reviewed and modified, leading to the development and implementation of writing strategies within a teaching and learning plan. Staff also 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. Additionally, Writing Warm Up; bitesize professional learning sessions were delivered on a weekly basis to staff interested in increasing their capacity to deliver writing strategies in their classes. 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 as well as achieving 30 hours of professional learning. 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. Student assessment data about impact on student success is somewhat mixed. Most students in the classes selected for this project saw an increase in submission rates with many of the students accessing a C level or higher in their respective assessment tasks. Student interviews have revealed that those who participated in the program this year feel more confident when it comes to completing writing tasks and those who were once unwilling to attempt writing tasks are now more willing to attempt tasks with little scaffolding. Moving into 2024 a number of teachers across English, HSIE, PDHPE, Science and Support will be engaging in the program. A dedicated school writing specialist will continue to provide contingent support to the staff. Rapid Action Cycles will also be useful in support staff implementation of the Writing in Secondary Initiative.

High Potential and Gifted Education (HPGE)

The aim of the HPGE team was to develop the skills and knowledge of the teachers on the enrichment classes (7E and 8E), link the learning across KLAs of the HPGE students within the enrichment class and build processes that can be built upon each year. We achieved a scope and sequence that linked across all KLAs for the year, regular meetings with HPGE teachers and adjusted learning characteristics in the reporting structure to facilitate HPGE outcomes. Based on an analysis of the Reading Check in Data from 2022 to 2023, there is an overall 72% increase in maximum scores for Reading. This includes a 95% increase in Comprehension, 17% increase in Processes and 61% increase in Vocabulary. Based on an analysis of the Numeracy Check in Data from 2022 to 2023, there is an overall increase of 80% in Numeracy. This includes a 60% increase in Measurement and Geometry, 53% increase in Number Sense and Algebra and 93% increase in Statistics and Probability. Implications for the future reflecting on this year are that we need to separate the HPGE team from the Enrichment class teachers. This will enable the team to develop procedures to implement and the teachers of the enrichment class to focus on development of HPGE appropriate programs and activities as well as collecting data for evaluation.

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
An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 in 2023 compared with Year 7 and 9 in 2022.	2023 Check-in Assessment mean scaled score for numeracy reflects a 3.5 point increase from Year 7 2022 to Year 7 2023, and a 10.9 point increase from Year 9 2022 to Year 9 2023.
An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 in 2023 compared with Year 7 and 9 in 2022.	2023 Check-in Assessment mean scaled score for reading reflects a 5.6 point increase from Year 7 2022 to Year 7 2023, and a 2.9 point increase from Year 9 2022 to Year 9 2023.
Increase the percentage of HSC course results in the top 3 Bands towards our lower-bound system target.	In 2023 we achieved 10.83% growth in the percentage of HSC course results in the top 3 bands, exceeding the lower-bound system target by 1.17%.
Proportionally contribute to the Penrith Principal Network target of 17.8% uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.	6 Aboriginal students attained the HSC in 2023 while maintaining their cultural identity, representing a 54.5% retention of Aboriginal students since Year 10.
For teachers engaged in the Writing in Secondary program, internal school documentation and class observation shows increased teacher confidence and capability in explicit teaching and assessing of writing skills.	100% of teachers engaged in the Writing in Secondary program increased their confidence and capability in the explicit teaching and assessing of writing skills.



Circus Arts



Year 11 Earth and Environmental Science

Strategic Direction 2: Evidence informed classroom practice

Purpose

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

Initiatives

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

- Embedding evidence-informed pedagogical practices
- Visible instructional leadership

Resources allocated to this strategic direction

Professional learning

Beginning teacher support

Socio-economic background

6101 Consolidated Fund Carry Forward

Summary of progress

Embedding evidence informed pedagogical practices:

In 2023 we have continued to engage staff in an exploration and implementation of pedagogy linked to Dylan Wiliam's 5 pillars: Explicit learning intentions and success criteria; eliciting evidence of student learning; providing feedback that moves learning forward; activating students as owners of their own learning; and activating students as instructional resources for one another. Staff have been engaged in a strategic implementation of professional learning designed to develop awareness and assist implementation of these practices. This has included both full staff professional learning sessions as well as focused expert team development and 'bitesized' PL. While access to staff professional learning time continues to be difficult due to competing priorities there has been some understanding of the integrated pedagogy offered by Wiliams' pillars. This needs to be further developed. Particularly in relation to the implementation of practices to support pillars 4 and 5. A range of methodologies for evaluating impact have been trialed for utilisation across the staff in term 4 and throughout 2024. These methodologies have included teacher observations, analysis of student work samples, shared examples of practice and lesson evaluations.

Next year, in this initiative/strategic direction, we will focus on deep and sustained engagement with the 5 strategies for embedding formative assessment as identified in the work of Wiliams and Leahy with a specific focus on Stages 4 and 5. We will also implement observations of teaching practice in the classroom with a focus on evidence of impact across the 5 pillars. We will also engage with initiatives in SD3 to support the strengthening of learning environments that enable the effective implementation of pillars 4 and 5.

Visible Instructional Leadership (HT Professional Practice)

In 2023, the inception of the Head Teacher Professional Practice role marked the initiation of a concerted effort to elevate teacher practice. This endeavour is characterised by a dedicated professional development emphasis on formative assessment pedagogies and the implementation of evidence-informed teaching strategies, incorporating modelling techniques, observational tools, and promotional activities. The primary objective of this role is to provide effective support for all initiatives outlined in the Strategic Improvement Plan, coupled with the deployment of support tools to further enhance these initiatives.

Throughout the year, a variety of methodologies have been systematically tested, including the implementation of bitesize Professional Learning (PL) series, the utilisation of Tom Sherrington's Walkthru practices for observations, and the incorporation of Simon Breakspear's Teaching Sprints to augment evaluative practices. The assessment of teacher practice has been evidenced through student work samples, employment of observation proformas and collection, and the use of evaluative tools (programming and Rapid Action Cycles) to vividly demonstrate the resultant impact.

Looking ahead to the forthcoming year, the focus within this initiative and strategic direction will be on fostering deep and sustained engagement with observational tools to refine and elevate the overall standard of schoolwide observational practices. Additionally, there will be a concentrated effort on advancing the development of the five strategies delineated

by Williams and Leahy for embedding formative assessment. This advancement will particularly concentrate on Stages 4 and 5, ensuring a nuanced and targeted approach to furthering educational excellence.

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>Students report an increase in student engagement measures within Tell Them From Me Surveys, specifically in the areas of quality instruction, appropriate challenge, and expectations for success compared with the 2020 school-observed baseline.</p>	<p>Expectations for success 2023: -0.8% from the 2020 school-observed baseline.</p> <p>Quality Instruction 2023: -0.8% from the 2020 school-observed baseline.</p> <p>Appropriate challenge 2023: +1.0% from the 2020 school-observed baseline.</p>
<p>Effective Classroom Practice > Explicit Teaching theme: Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.</p> <p>Effective Classroom Practice > Feedback theme: Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p> <p>School self-assessment of the themes 'Explicit Teaching' and 'Feedback' indicates improvement from Delivering to Sustaining and Growing.</p>	<p>Work connected to the implementation of Dylan Williams' 5 pillars has enriched and provided a conceptual framework for formative feedback and explicit teaching strategies.. Focused professional learning relating to questioning with intent, Socratic seminars and the provision of feedback has been conducted, with class observations scheduled to identify evidence of impact.</p>
<p>Assessment > Formative assessment theme: Teachers routinely use evidence of learning, including a range of formative assessments to: inform their teaching, adapt their practice, and meet the learning needs of students.</p> <p>Assessment > Summative assessment theme: Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.</p> <p>Teachers respond to trends in student achievement at individual, group and whole school levels.</p>	<p>2023 saw a deepening engagement with the first three pillars of William's five pillars for embedding formative assessment. An awareness of the interconnected of these pillars , and the foundation that they lay for the final two has resulted from this engagement. Professional discussion has highlighted the 'performative' nature of summative assessment. Key to this is the place of effective formative assessment strategies in ensuring that students are best placed to perform on summative tasks. Work in this area in 2024 will focus on the final two pillars and the development of student agency.</p>

School self-assessment of the themes 'Formative and Summative assessment' indicates consolidating at Sustaining and Growing.

Learning and development > Collaborative practice and feedback
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Learning and development > Expertise and innovation

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

School self-assessment of the themes 'Collaborative practice and Feedback' and 'Expertise and innovation' indicates moving towards Sustaining and Growing.

The restructuring of professional learning teams has resulted in the development of expertise and collaboration focused on key aspects of the School Improvement Plan. These teams have developed full staff professional learning activities and 'fed' faculty based rapid action cycles.. There is a need to broaden staff engagement and strengthen accountability in implementation of initiatives in classroom practice in 2024. Observation of classroom practice will be a key feature work in this area in 2024.



Transport NSW Art Project segment

Purpose

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

Initiatives

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

- Learning Culture
- Evaluative practice

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Student Support Officer

Aboriginal background

Beginning teacher support

Summary of progress

Learning Culture:

Nepean Connect

The Nepean Connect team has been revitalised with fortnightly Nepean Connect meetings occurring and a designated head teacher leading the program. The recognition and award system has been revised in response to staff and student feedback. The revision of existing recognition and award system has been based on responses received from results from a staff survey. Student voice has been gathered through paper survey and online surveys. Sentral data gathered within the fortnight correlates with the fortnightly focus which indicates that staff are aware of the fortnightly focus and are communicating this during their interactions with students. There is positive momentum in reinvigorating the Nepean Connect team and subsequent programs. The data sources include the Sentral positive:negative ratio of student behaviours, observations of students moving to class during the 'move to class' song, student and staff feedback via forms, attendance, Tell Them From Me data, reported incidents of bullying and/or harassment, suspension rates and school-wide evaluation summary. During Term 4, the Nepean Connect Team reinvigorated the Nepean Connect Recognition System based on survey data from students and teachers. Next year, in this initiative/strategic direction, we will engage a teacher from each faculty to be a member of the Nepean Connect Team and drive the Nepean Connect Recognition System by being the 'expert'. The team also needs to sustain, monitor, and work towards improving Nepean Connect practices across the whole school. This will include the implementation and observation of implementing classroom expectations and subject-specific expectations in practice, the delivery of mini lessons to have improved impact for Year 7 students and facilitating sessions on the updated school Anti-bullying strategy.

Improving Student Attendance

Overall attendance from 2022 to 2023 has improved by 0.5% and the percentage of students attending greater than or equal to 90% of the time improved from 32.1% in 2022 to 37.3% in 2023. The Attendance Professional Learning has assisted with the understanding of the importance of roll marking/attendance processes; however, we still do not have the consistency. Professional learning was undertaken to develop whole school community links and gathering information from the school community about their understanding of attendance and what their needs are, specifically with lateness. The Learning and Wellbeing Team work very strongly with the Home School Liaison Officer (HSLO) to focus on students attending less than 80% of the time. Meetings occurred fortnightly and data was harvested each fortnight in order to be analysed. The Learning and Wellbeing Team contacted parents/carers, arranged case meetings and discussed methods of support for individual students. For 2024, there are some opportunities to utilise the year meeting time and the Learning and Wellbeing meetings to review attendance data and have it as a focus each term, with the HSLO also speaking to the year groups and outlining the importance of attending each day. Additionally, as a school we will continue to work closely with the HSLO in implementing the SLAM Attendance Program. Students will be working on understanding attendance and learning about SMART goals in order to set an attendance goal each semester. Additionally, we will continue to promote positive attendance throughout the school newsletters and Facebook page and recognise students whose attendance is above 95%.

Evaluative Practice:

Many faculties have focused on various goals that align to faculty focus areas. Some have focused on assessment practices, some have focused on classroom routines, others on writing and vocabulary. In those faculties working on developing new curriculum there has been a focus on explicitly teaching Stage 6 students to break down questions, including through a focus on the use of subject, content and qualifiers. There has also been a focus in the new curriculum planning on embedding the five pillars of formative assessment in teaching and learning programs. The Support Unit have focused on increasing the attendance rates of non-attenders and embedding formative assessment in classroom practices.

There has been sporadic success across the school; some faculties have gained traction whereas others have not due to a variety of factors such as time, understanding and staff change. We aren't doing this consistently well yet. Barriers have included staffing instability and differing levels of staff experience and expertise in identifying evidence of impact. A significant number of part time staff also impacted negatively on engagement and consistency. Time and resistance from some staff has also been a barrier to success in some cases.

The move to faculty autonomy has had mixed results. The impact has been mixed and, in some cases, anecdotal. Some faculties have gained traction and others have lost focus due to a range of factors. Evaluative work in the English faculty has led to the majority of students now demonstrating they are capable of completing assessments, with minimal students who are not completing assessments; there has also been an increase in the number of students achieving in the C range whilst still maintaining the level of As. The Support faculty have achieved the embedding of Writing in Secondary literacy skills in their programs. However, there is no whole school consistently comparable data to measure impact with at this time.

Further support is required to align this work more closely with staff PLPs and faculty goals. Staff need more time and support to engage authentically with the process rather than manufacturing the rapid action cycle as a standalone task. There is a need for this process to become less manufactured and more organic whilst maintaining strong leadership of evaluative reflection on a regular basis. There is a need for Head Teachers to have opportunities to engage with each other as this allows for a productive discussion about progress and more authentic engagement with the Rapid Action Cycle. Focused professional support at the executive level will assist school leaders with supporting staff to embed evaluative practices to 'know thy impact'.

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
An increase in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school toward the lower-bound system target.	Positive wellbeing outcomes have decreased by 1.28% since 2022, indicating the school has not achieved the system negotiated target.
<p>Learning Culture > Attendance theme: Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p> <p>School self-assessment of the theme 'Attendance' indicates improvement towards Sustaining and Growing.</p>	School self-assessment of the theme 'Attendance' indicates improvement towards Sustaining and Growing.
Increase the proportion of students attending greater than 90% of the time towards our lower-bound system target.	The number of students attending greater than or equal to 90% of the time has increased by 5.2%.
Data Skills and Use > Data analysis theme: The leadership team	School self-assessment of the theme 'Data analysis' indicates improvement towards Sustaining and Growing.

comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

School self-assessment of the theme 'Data analysis' indicates improvement towards Sustaining and Growing.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. The Tell Them From Me survey shows that students' self-reported positive behaviour outcomes increase from the school's 2020 baseline data.

Self Assessment against the SEF in the theme of 'Behaviour' indicates improvement towards Sustaining and Growing.

Self Assessment against the SEF in the theme of 'Behaviour' indicates improvement towards Sustaining and Growing.



2023 NSW Reconciliation Challenge finalist



Drama 2023

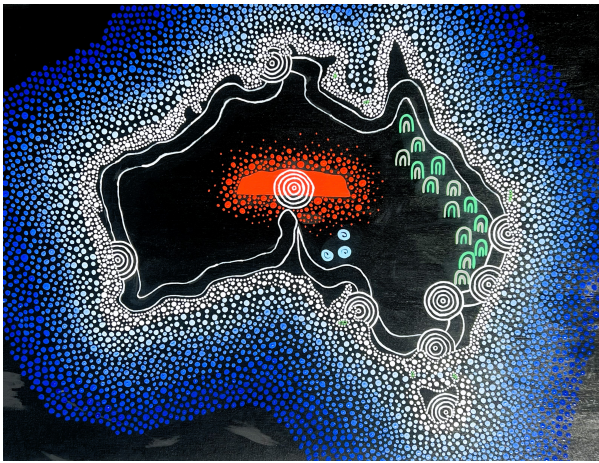
Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$246,258.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nepean Creative and Performing Arts High School in mainstream classes who require moderate to high levels of adjustment.</p> <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"> • Reading • Numeracy • 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) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students eligible for additional learning support through the IFS program were appropriately supported. Parents, students and teachers were included in the collaborative development of PLSPs to ensure needs and support resources were clearly negotiated by, and communicated to, student, family and school staff. The nature of support and its impact was regularly documented in our Sentral database for access by class teachers and support staff. Reviews of student support showed that staff were attentive to student need, and support remained flexible and responsive to emerging student support needs.</p> <p>After evaluation, the next steps to support our students will be: Building greater consistency in the school's approach to documenting, sharing and reviewing student supports via Personalised Learning and Support plans.</p>
<p>Socio-economic background</p> <p>\$308,475.40</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 • Embedding evidence-informed pedagogical practices • Learning Culture • Evaluative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment, and access to excursion and incursion opportunities. • employment of additional staff to support student wellbeing and the leading of teaching and learning across the school. <p>The allocation of this funding has resulted in the following impact: Student wellbeing staff and learning & wellbeing programs were supported by the leadership of the Above Centrally Identified Head Teacher Learning & Wellbeing roles, and the Above Centrally Identified Deputy Principal role.</p> <p>After evaluation, the next steps to support our students will be: To redefine roles and responsibilities within the Learning & Wellbeing teams as part of an executive restructure in 2024. The addition of a Deputy Principal Inclusion & Support, and amalgamation of the 2 HT roles into 1 HT</p>

<p>Socio-economic background</p> <p>\$308,475.40</p>	<p>role, will oversee improvements in the school's systems, processes and practices available to support students with additional learning needs. This restructure will also involve adjustments to Senior Executive roles and responsibilities to ensure the ACIP Deputy Principal role enhances learning outcomes for our students who experience socio-economic disadvantage.</p>
<p>Aboriginal background</p> <p>\$69,059.83</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"> • Reading • Numeracy • Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the purchase of a range of Aboriginal Resources to foster culturally safe spaces in the school and to increase cultural awareness across students and staff. These resources include: <ul style="list-style-type: none"> -Kangaroo skins -Boomerangs -Emu Feathers -Message sticks -Coolamons -Markers for art -Black Canvas roll -Table cloths -Ochre (white, red, yellow, lilac) -Clap sticks • Warami roll call group, including re-naming the roll call to increase cultural appropriateness and cultural safety. • SDD Term 2 - cultural awareness including smoking ceremony with demonstrations on how to participate • Twilight session - creating culturally safe schools (consisting of Q & A, myths, facts) • Widening opportunities for all staff in the school to participate in the Aboriginal Education team • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal Education Officer (AEO) to provide individual support to 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: Whilst the increased staff awareness of the need to increase cultural safety for First Nations students and their families has been very positive, this is yet to translate into data measures captured by the school such as Tell Them From Me. The increased awareness by students of the PLP process was a great outcome of the work conducted by staff.</p> <p>After evaluation, the next steps to support our students will be: Ensuring PLPs are all finalised early in Term 1 2024; the Aboriginal Education Team will be expanded in 2024 and the Reconciliation Action Plan redevelopment will be the key planning work which will underpin all activity across the school to support ongoing growth and improvement in our community's knowledge of First Nations culture and history, as well as ongoing improvements to outcomes for First Nations students and their families.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$16,055.57</p>	<p>all four phases of English language learning at Nepean Creative and Performing Arts High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Writing for the HSC <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: All students identified as requiring EAL/D support were supported either through withdrawal sessions, in-class support from a Learning & Support teacher, or via differentiated classroom support identified in teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: To increase staff awareness of teaching & learning strategies that support EAL/D students, and to ensure all EAL/D students have a Personalised Learning and Support Plan developed which enhances their capacity to access learning in English.</p>
<p>Low level adjustment for disability</p> <p>\$359,801.36</p>	<p>Low level adjustment for disability equity loading provides support for students at Nepean Creative and Performing Arts High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Data analysis of literacy and numeracy growth for students with additional learning needs shows the work of the Learning and Support staff has been positively impactful, with increasing numbers of students achieving improvement in check-in assessments. An increasing number of students are supported through Personalised Learning and Support plans, developed as 'Learner Profiles' in our Sentral database, and there has been increased staff engagement with the Learner Profiles to support students with additional learning needs. The Learning and Support Teachers have also positively supported the development and implementation of behaviour response plans for students experiencing challenge with regulating their behavioural responses, leading to improved outcomes for many of these students.</p> <p>After evaluation, the next steps to support our students will be: continued refinement of Learning and Support processes to enable teachers to engage with learner profiles and behaviour response plans so that</p>

<p>Low level adjustment for disability</p> <p>\$359,801.36</p>	<p>teachers are best placed to understand, and respond to, the varying needs of students with additional learning needs.</p>
<p>Professional learning</p> <p>\$87,410.12</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>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"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <p>Development of teacher capacity in presenting HSC curriculum resulting in an increase of the percentage of students accessing results in band four and above.</p> <p>Curriculum planning and implementation resulting in the development of teaching programs and partnerships to enrich curriculum delivery.</p> <p>Development of whole school wellbeing programs focused on supporting all students and those at risk of significant harm.</p> <p>Development of leadership capacity and density across middle and executive leadership teams.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Further development of teacher capacity to support curriculum implementation focusing on explicit teaching of concepts in the Secondary school.</p> <p>Implementation of wellbeing processes based supported by the development of an evidence based behaviour curriculum.</p>
<p>COVID ILSP</p> <p>\$72,687.25</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading, writing and number sense and algebra • development of resources planning and delivering of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>35 students accessed small group tutoring in Semester 2 2023. The program was delivered to students in groups of 3-5. Students accessing the</p>

<p>COVID ILSP \$72,687.25</p>	<p>programs were in years 7 , 8 & 9. The groups remained consistent throughout terms 3 and 4. The tutoring was planned and delivered by Learning & Support teachers and SLSOs. It was tailored to develop the skills of the students in each group in the context of English, Math, HSIE and Science curriculum. Needs analyses were conducted by Learning and Support teachers using KLA assessment, Check In and NAPLAN data. Focus areas included but were not limited to: adding reading strategies to repertoire and practice, consolidating skills in writing in paragraphs- critical, recount, discussion using the fields of Science, HSIE and English, using technologies to assist writing and spelling and building knowledge of and skills using positive and negative integers, decimals, fractions and algebraic equations. Student engagement was positively impacted by the connection between classwork and the materials used as well as the learning strategies targeted and practised in each session. In addition, the relationship developed between tutor and students, and amongst the group, improved confidence and engagement. Student growth was measured by level of engagement with the small group learning and engagement with and performance in semester two class assessments as well as Term 4 Check In data.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to embed small group tutoring in the learning and assessment contexts of the classroom so that students can connect and apply the learning from these sessions in a meaningful way. - to work collaboratively with class teachers to access, differentiate and adjust class materials to meet student needs. - to provide feedback to class teachers regarding the developing skill level of targeted students and their ongoing needs.
<p>Student Support Officer \$99,516.00</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"> • Learning Culture <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies including peer support leadership training and program implementation and programs to support addressing anxiety. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Establish referral pathways to appropriate local services through community partnerships. <p>The allocation of this funding has resulted in the following impact: Student mental health and wellbeing and the development of pro-social behaviours have been enhanced with the capacity to engage students in individual and small group learning with the student support officer. This integral role supports the work of the Learning and Wellbeing Team, allowing internal referrals for targeted support to occur.</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 further strengthen the wellbeing programs in progress at the school, aligned with identified areas of student support need.</p>



Henry M Year 12 2023



Deadly Arts Mural 2023



Cross Country 2023

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	435	418	381	341
Girls	656	599	599	555

Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.8	90.5	85.8	88.7
8	90.8	88.4	83.9	84.5
9	89.6	85.4	82.3	82.3
10	88.6	84.0	79.6	81.1
11	84.0	84.9	80.9	79.2
12	90.6	85.0	85.5	88.9
All Years	89.6	86.5	82.8	83.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	1.4	0
Employment	0	8.22	32.6
TAFE entry	0.9	5.67	16.3
University Entry	0	0	44.6
Other	1.9	4.2	4.3
Unknown	0	0	2.2

Year 12 students undertaking vocational or trade training

38.52% of Year 12 students at Nepean Creative and Performing Arts High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Nepean Creative and Performing Arts High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Nepean delivered a range of vocational courses that included Certificate III Business Services, Certificate III Information and Digital Technology, Certificate II Hospitality, Certificate II in Construction Pathways, Certificate III Live Production

and Technical Services and Certificate III in Music Industry. Students were supported while studying vocational courses through external providers including Certificate III in Retail, Certificate III in Human Services, Certificate III in Early Childhood Education, Certificate III Sports Coaching, Certificate II in Travel and Tourism and Statements of Attainment in Baking, Beauty Services, Hair and Beauty, Visual Arts, Fitness and Plumbing.

The completion rate was high across all courses and 100% of students achieved their full qualification in Business Services, Information Digital Technology, Retail, Human Services, and Sports Coaching. 50% achieved their full qualification in Early Childhood Education, Construction Pathways, and 44% of students in Entertainment achieved their full qualification.



Transport NSW Art project segment 2



Festival of Art and Design 2023

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.37
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

During Term 1 on staff development day, all staff participated in a session from Nepean Connect which delved into comprehending the layers of intervention and procedures involved in managing behaviour among students. Emphasis was placed on reinforcing a consistent approach to behaviour management and classroom expectations while re-

establishing connections with the Nepean Connect/PBL framework. Another key component of this term's learning agenda was the exploration of differentiation strategies, including the identification of pertinent learner information sources, their significance, and the requisite documentation of adjustments made. Additionally, participants engaged in leveraging formative assessment techniques to enhance writing proficiency in the classroom, drawing insights from Dylan Wiliam's Strategy 3: Providing feedback that moves learning forward. Through interactive sessions, educators scrutinised various feedback methods and integrated them into their teaching plans and class activities for Term 1, culminating in preparation for the Rapid Action Cycle.

Moving into Term 2, the professional learning agenda pivoted towards an Aboriginal and/or Torres Strait Islander focus, emphasising the development and implementation of Personalised Learning Pathways (PLPs). Central to this session was fostering collaborative partnerships between Aboriginal and/or Torres Strait Islander students, their families, and educational institutions to ensure the continuous refinement and efficacy of PLPs. Optional sessions during this terms SDD offered opportunities for deeper engagement with topics such as reconciliation, as explored through Narragunnawali, and proactive measures against racism, fostering cultural safety for Indigenous students, staff, and communities. These sessions underscored the commitment to creating inclusive and supportive learning environments reflective of diverse cultural backgrounds.

Term 3's professional learning focus underscored a continued commitment to behavioural responsiveness and the application of formative assessment methodologies in classroom practices. Twilight's in term 2 and 3 provided opportunities for focused discussions on topics such as CPR training and personalised attention to whole-school focus areas, including behaviour, formative assessment, writing, and maintaining connections with Nepean Connect. Through these structured sessions and collaborative exchanges, educators refined their pedagogical approaches, ensuring the ongoing cultivation of supportive learning environments conducive to student success.



Engaging with culture



Skill Me Up 2023

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	922,144.56
Revenue	13,876,995.75
Appropriation	13,128,572.77
Sale of Goods and Services	270,954.92
Grants and contributions	443,798.44
Investment income	31,015.62
Other revenue	2,654.00
Expenses	-13,844,310.48
Employee related	-12,482,119.73
Operating expenses	-1,362,190.75
Surplus / deficit for the year	32,685.27
Closing Balance	954,829.83

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.

	2023 SBAR Adjustments (\$)
Targeted Total	291,063
Equity Total	753,392
Equity - Aboriginal	69,060
Equity - Socio-economic	308,475
Equity - Language	16,056
Equity - Disability	359,801
Base Total	10,778,000
Base - Per Capita	265,918
Base - Location	0
Base - Other	10,512,081
Other Total	671,906
Grand Total	12,494,361

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.



Water Polo Team 2023

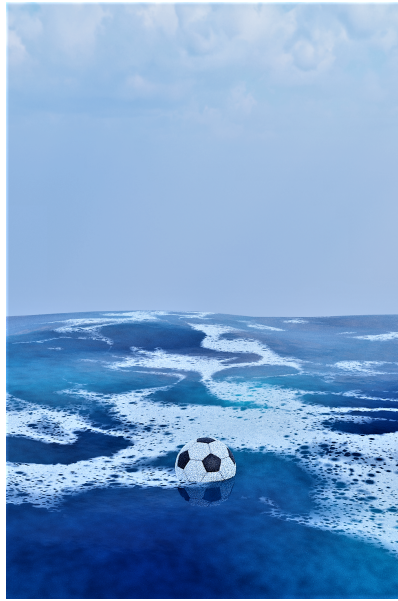
School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Ryan Yr 11

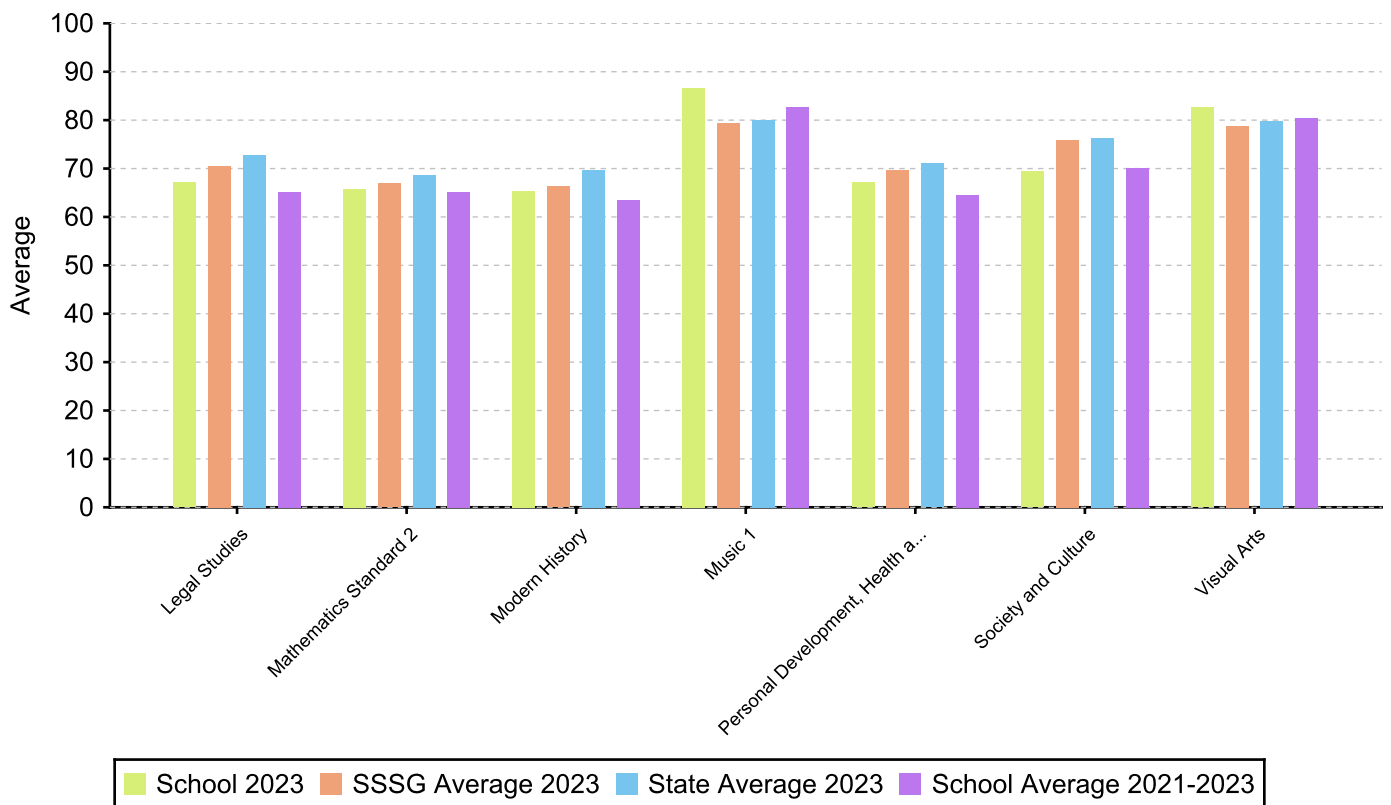
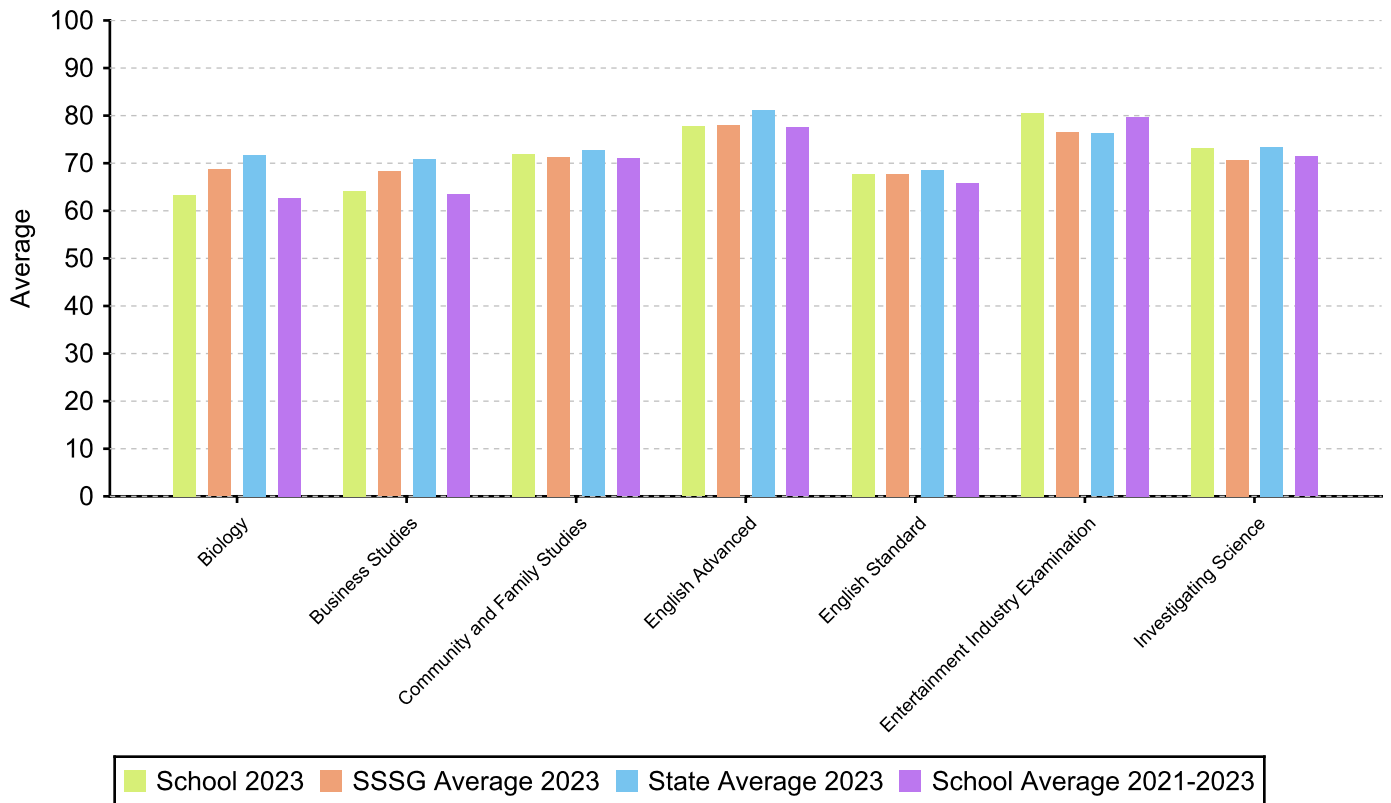


TAS Agriculture 2023

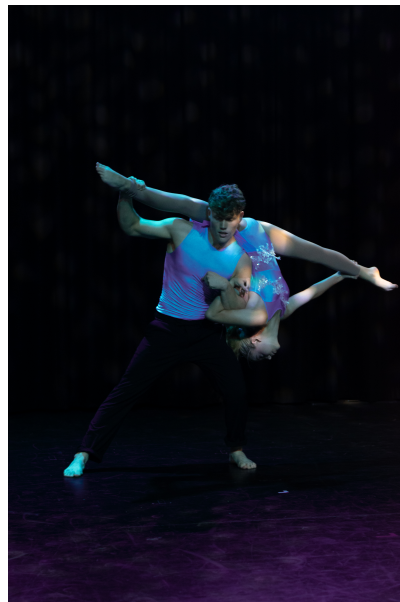
School performance - HSC

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 2023	SSSG	State	School Average 2021-2023
Biology	63.3	68.7	71.8	62.7
Business Studies	64.1	68.3	70.9	63.5
Community and Family Studies	71.9	71.3	72.7	71.0
English Advanced	77.7	78.0	81.2	77.5
English Standard	67.7	67.7	68.5	65.9
Entertainment Industry Examination	80.5	76.6	76.3	79.8
Investigating Science	73.2	70.7	73.4	71.4
Legal Studies	67.1	70.5	72.9	65.1
Mathematics Standard 2	65.8	66.9	68.7	65.1
Modern History	65.4	66.3	69.6	63.5
Music 1	86.6	79.5	80.0	82.7
Personal Development, Health and Physical Education	67.1	69.8	71.0	64.6
Society and Culture	69.4	75.9	76.3	70.1
Visual Arts	82.6	78.7	79.8	80.5



Senior Study Lounge 2023

Parent/caregiver, student, teacher satisfaction

The 2023 Tell Them From Me survey responses indicate that parents / caregivers: feel welcome when they visit the school; believe that written communication from the school is in clear, plain language; are well informed about school activities.

Parents / caregivers overwhelmingly reported that the school supports positive behaviour in that teachers had high expectations for students to pay attention in classes and that school staff take an active role in making sure all students are included in school activities. Parents / caregivers indicate they provide greater input into school planning and the development or review of school policies, in comparison to teaching or curriculum delivery. 75% of respondents were expecting their child to complete Year 12, with 36% and 33% 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 100% of respondents stating that they would support their child's decision to do a TAFE or other vocational education or training qualification, with 83% also indicating they recognise the benefits that these pathways provide. 88% of parent / caregiver respondents indicated that the subjects their child wished to study were available at the school; and 83% 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 year 12 and year 7 also trying significantly harder to succeed in their learning than students in other year groups. 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 stage 6 have greater expectations for success. Our senior students in years 10, 11 and 12 have reported having formed positive relationships, in comparison to other year groups. Students from across cohorts also indicated that their greatest learning improvement at school has been feeling confident in their writing skills, taking on board feedback to improve and positive learning growth in English and Science.

Teacher responses in Tell Them From me overwhelmingly indicate that school staff working in collaboration with school leaders create a safe and orderly school environment and staff have reported that they have been supported by school leaders during stressful times, with 71% of teachers reporting that school leaders clearly communicate their strategic vision and values for our school. Teacher collaboration on strategies involving student learning and assessment are notable areas of strength. In terms of the four dimensions of classroom and school practices, teacher responses in the school state that they establish clear expectations for classroom behaviour, set high expectations for student learning and create opportunities for success for students who are learning at a slower pace. The majority of teachers have also indicated that the school supports both effective teaching practices and creates a sense of belonging for students, with 73% of teachers indicating that the school is a welcoming place for students.



Finn Yr 11



Swimming Carnival 2023 Ava W.

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 2023 the school further strengthened Aboriginal Education initiatives. Through continuing on our reconciliation journey, we take a strong stance on demonstrating our commitment to bringing together all students within the school community, fostering a culturally safe community for our Aboriginal and Torres Strait Islander students, families and staff.

The Statewide Aboriginal Education Staff Development Day brought our staff together to reaffirm our shared commitment to improving lifelong outcomes for Aboriginal and/or Torres Strait Islander students, and to increase knowledge and understanding of Aboriginal histories and culture. Staff engaged deeply with the Personalised Learning Pathway process, as well as engaging in truth telling opportunities. Staff also engaged with Narragunnawali Reconciliation in Education resources to further progress the renewal of our school's Reconciliation Action Plan, which will continue into 2024.

NAIDOC Week was once again an important time for our school community. We were joined by a number of elders from the Blue Mountains Aboriginal Cultural Resource Centre for our annual NAIDOC Assembly, where Henry M of Year 12 was awarded the Nepean NAIDOC award in recognition of Henry's outstanding contribution to our school as an excellent ambassador for both indigenous and non-indigenous students across the school. Henry has consistently shown pride and passion for his culture, and has made the most of every opportunity to spread awareness, mentor others, and highlight the positive impacts of cultural diversity within our school community.

Our school also worked collaboratively with our Nepean Learning Community schools to further develop knowledge of Aboriginal Art, Dance, and Sport through a range of activities during NAIDOC Week. Our Aboriginal and Torres Strait Islander students led a school-wide activity, painting a school banner with hand prints and symbols inclusive of our First Nations and Non-first nations students.

In school-based opportunities to embed Aboriginal Histories and Culture in our learning community, our school hosted a regional Aboriginal Dance Ensemble workshop day in collaboration with the Department of Education Arts Unit, with many of our students participating in the Schools Spectacular Aboriginal Dance ensemble. Our Supplementary Studies program in Year 7 engaged students with an Aboriginal Education course, learning about the local Aboriginal history and culture; our Anzac Day and Remembrance Day services also featured representation of Aboriginal and Torres Strait Islander histories in our nation's experiences of war.

The annual Nepean Festival of Art and Design established a First Nations Award category in 2023, which saw an increase in the exhibition of Aboriginal artworks by students and community members across the local region, with Nepean CAPAHS students awarded in each category. The Penrith Regional Gallery also selected a number of our students' artworks for exhibition in the local gallery.

The Pathways to Dreaming program and NRL School to Work program continued to support our Aboriginal and Torres Strait Islander students across the school through partnerships with Western Sydney University and the NRL. The school also established a weekly mentoring program with the Kari Foundation for our Aboriginal students in Years 7 and 8. Our ongoing connection with the Ted Noffs Foundation provided in-school and external support for students and families in collaboration with the school. These programs continue to strengthen the holistic support that is provided to students and their families.

The school partnered with the Dalmarrri Artists, Jason Douglas, and Trevor Eastwood for their guidance, inspiration, and mentorship, to realise an Aboriginal Art Mural involving all our Aboriginal and Torres Strait Islander students as part of a Deadly Arts initiative funded by the Department of Education Arts Unit.

The twelve metre Deadly Arts mural for Nepean Creative and Performing Arts High School aims to encapsulate the rich history of Emu Plains, a place of profound significance for Aboriginal people. The historical documentation, dating back 15,000 years, attests to the enduring presence of Aboriginal people in this 2000-acre land jutting out from the Blue Mountains and connecting to the Nepean River.

Evidence, including three main camping sites and two caves, points to a once thriving and robust tribal community. The symbolic Yellow Tailed Black Cockatoo takes centre stage in Aboriginal culture, representing guides and guardians of ancestral spirits. Its presence, along with the flowering of the Black Wattle, signifies significant times for visiting the sacred site.

Transitioning to the broader context of Aboriginal life, the arts, encompassing dance, music, storytelling, and visual expressions, play a vital role. These creative forms serve various cultural, social, and spiritual functions, from preserving traditional knowledge through ceremonial practices to expressing identity and fostering community cohesion.

The desire is for the Deadly Arts mural to intricately weave these narratives, portraying the sacredness of Emu Plains and emphasizing the indispensable role of the arts in preserving traditions, fostering community unity, and adapting to the ever-evolving social and cultural landscapes of Aboriginal communities, both in the past and present.

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
- All staff are now trained in Anti-Racism management
- Posters at the school promote tolerance and acceptance of all people
- 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

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.



Deadly Arts Mural



Deadly Arts Mural in progress



Deadly Arts Mural panel segment