

# 2024 Annual Report

## Northmead Creative and Performing Arts High School



8229

# Introduction

The Annual Report for 2024 is provided to the community of Northmead Creative and Performing Arts High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

---

Northmead Creative and Performing Arts High School

Campbell St

Northmead, 2152

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

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

9630 3793

## School background

### School vision

At Northmead Creative and Performing Arts High School, we are dedicated to providing an exceptional educational experience that promotes excellence in both academic achievement and the creative and performing arts. As a selective school, our Creative and Performing Arts program offers unique opportunities for students who demonstrate a passion and talent in these areas, allowing them to thrive in an environment that fosters their artistic and academic growth.

**High Potential and Gifted Academic Program** We are proud of our successful High Potential and Gifted Academic program, which is designed to challenge and inspire our most capable learners. This program provides enriched learning experiences that encourage critical thinking, creativity, and advanced problem-solving skills. Through differentiated instruction and tailored learning pathways, we ensure that gifted students are engaged and supported in reaching their full potential.

**Customised Learning Experience** Our vision is to tailor this educational experience to meet the diverse interests and needs of our vibrant community. Recognising the cultural and linguistic diversity within our student body, we strive to create a learning environment that is inclusive and responsive. This includes offering a broad curriculum that reflects various cultural perspectives, ensuring that every student feels valued and engaged.

**Evidence-Based Practices** Through the use of evidence-based practices, we aim to empower our students and strengthen the capacity of our broader community. We focus on continuous improvement by integrating the latest educational research into our teaching methodologies. By analysing student data and leveraging best practices, we ensure that our instructional strategies are effective and relevant to our students' learning pathways.

**Active Citizenship and Lifelong Learning** We are committed to fostering active citizenship among our students, encouraging them to engage with their communities and contribute positively to society. Our programs promote social responsibility and civic engagement, equipping students with the skills to be informed, active participants in their communities. Additionally, we instill a love for lifelong learning, encouraging students to pursue knowledge and personal growth beyond their school years.

**Essential Skills Development** At the core of our educational philosophy is the development of essential skills that are crucial in today's world. We focus on fostering collaboration among students through group projects and team-based activities. Critical and creative thinking are nurtured through inquiry-based learning and artistic exploration, allowing students to approach problems innovatively. Effective communication skills are honed through presentations, performances, and peer discussions, ensuring that students can articulate their ideas confidently and clearly.

In summary, our vision at Northmead Creative and Performing Arts High School is to create a supportive and dynamic educational environment where excellence in academics and the arts are intertwined. As a selective school, we are committed to empowering our students to become engaged, creative, and confident individuals who will contribute positively to their communities.

### School context

**School Overview** Northmead Creative and Performing Arts High School, located in the Girraween Network of Metro South, serves a diverse student population of 1180, which has been steadily increasing in recent years. Our community is rich in cultural and linguistic diversity, with 51.02% of students coming from non-English speaking backgrounds and 9.3% requiring support in English as an Additional Language or Dialect (EAL/D). Additionally, 2.12% of our students identify as having an Aboriginal background.

We offer a wide range of learning experiences, with a strong emphasis on project-based learning that promotes collaboration, communication, critical thinking, and creativity. This approach not only enhances academic improvement and excellence but also boosts student engagement, particularly in Stages 4 and 5.

**Explicit Teaching** A cornerstone of our pedagogical approach is Explicit Teaching, which involves clear, direct instruction that is structured and systematic. This method allows teachers to model concepts, demonstrate processes, and provide guided practice, ensuring that students understand the learning objectives and how to achieve them. By breaking down complex skills into manageable steps, we empower students to grasp challenging content effectively. Explicit Teaching is integrated into our classrooms to support all learners, particularly those who may need additional assistance in their studies.

**Staffing and Support** In 2024, our school is staffed by 80.3 teaching staff and 27 non-teaching staff, including a Hearing Unit with two teachers and two School Learning Support Officers (SLSOs) dedicated to integrating hearing-impaired students into mainstream classes and activities, .4 EALD teacher with .8 SLSO to support emerging and developing EALD learners. We also employ a Finance Manager to optimise student learning outcomes. Approximately 10% of our staff are early-career teachers, bringing fresh perspectives and energy to our educational environment.

**Community Engagement** We actively embrace our culturally and linguistically diverse community and have established partnerships with universities, cultural institutions, businesses, and community groups. Our students proudly represent the school across the metropolitan area in various disciplines, including music, drama, circus, dance, visual arts, debating, public speaking, and sports, achieving both state and regional recognition.

**Funding and Improvement Initiatives** The majority of our equity funding is allocated to initiatives outlined in our 2024-2027 Strategic Improvement Plan. We also dedicate resources to support well-being and academic success. Our commitment to continuous improvement in classroom practices is supported by ongoing professional learning for staff, which focuses on enhancing literacy and numeracy through effective data collection and analysis, underpinning our belief in individualised and differentiated learning.

**Pathways for Success** We prioritise creating diverse pathways for all learners, both during their time at school and beyond. Our focus on Higher School Certificate performance includes professional learning for staff centred on data analysis to develop tailored support programs. Each faculty is tasked with deepening students' knowledge through Visible Learning strategies, Explicit Teaching strategies, including establishing Learning Intentions, Success Criteria, and Formative Assessment as core components of Highly Effective Classroom Practice, particularly in writing for the HSC.

**Strategic Directions** Following a comprehensive external validation process involving community consultation and research, we have identified three strategic directions:

1. **Student Attainment and Growth:** This direction emphasises the use of evidence-based, explicit teaching and learning strategies to enhance educational growth and achievement. We aim to create a culture of high expectations, where every student is encouraged to reach their full potential.
2. **Collective Teacher Efficacy:** We aim to foster a belief among our staff that their efforts have the greatest impact on students' educational success. This direction aims to instill a belief that our educators have a significant impact on students' educational outcomes, encouraging collaboration, shared practices, and mutual support among teachers.
3. **Inclusive Culture:** Our commitment to cultivating an inclusive culture is at the heart of our educational philosophy. This strategic direction focuses on creating learning environments where all students, teachers, and community members feel valued and included in the educational process. We actively promote diversity, equity, and respect within our school community.

!

## 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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that every student experiences meaningful growth in their reading and numeracy skills. To achieve this goal, we offer targeted, evidence-based professional learning opportunities for our teachers, with a strong emphasis on explicit teaching strategies. This professional development equips educators with a diverse array of assessment techniques, enabling them to evaluate student learning effectively and accurately.

By regularly monitoring student progress, teachers are empowered to reflect on their instructional practices and make informed adjustments to their teaching methods. The incorporation of explicit teaching allows educators to provide clear, direct instruction that enhances student understanding and engagement. This responsive approach enables us to tailor our instruction to meet the unique needs of each student, creating a supportive and inclusive learning environment. In doing so, we foster a culture where all learners can thrive and reach their full potential in their academic journey.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Explicit Teaching of Reading
- Explicit Teaching of Numeracy Skills
- Explicit Teaching of Writing

### Resources allocated to this strategic direction

Professional learning  
Integration funding support  
Beginning teacher support  
Per capita

### Summary of progress

Trained teachers are using the Macq Lit program to help young students improve their reading and understanding. This program is especially helpful for students who find reading difficult. It includes four School Learning Support Officers (SLSOs) and one teacher who are all trained to teach the program. Students take tests before and after the program to see how much they have improved and to find out what areas they still need help with.

At the same time, small group tutoring in Numeracy is being offered to help students build their maths skills. These tutoring sessions provide a supportive space for students to learn together. Teachers use a tool called PLAN 2 to keep track of each student's progress and achievements in maths. This helps teachers know which areas to focus on for each student.

Additionally, teachers have been participating in professional learning sessions to understand more about Explicit Teaching. This teaching method focuses on giving clear instructions and guiding students step-by-step to help them learn better. These sessions help teachers learn new ways to engage students and make learning easier for them. The training on Explicit Teaching will continue next year, giving teachers more chances to improve their skills and share ideas with each other.

### 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Improved reading outcomes</b> <ul style="list-style-type: none"><li>• An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.</li></ul>	The Check-in Assessment mean scaled score in reading has increased from 425.1 points in year 7 to 456.7 in year 9.
<b>Improved numeracy outcomes</b> <ul style="list-style-type: none"><li>• An increase in Check-in Assessment</li></ul>	The Check-in Assessment mean scaled score in numeracy has increased from 427.1 points in year 7 to 452.1 in year 9.

mean scaled score for numeracy in  
Year 7 and 9 for 2024 compared with  
Year 7 and 9 in 2023.

## Strategic Direction 2: Attendance and Pathways

### Purpose

Our purpose is to empower our teachers to recognise and embrace their vital role in driving our students' educational success and improving overall school attendance. The school is committed to the continuous enhancement of effective classroom practices, with staff professional learning serving as the foundation of this effort. Through rigorous and well-informed professional development opportunities, collaborative practices, and the application of evidence-based pedagogy, we aim to strengthen the effectiveness of our teachers.

In addition to fostering academic achievement, particularly as students prepare for the Higher School Certificate (HSC), we are dedicated to creating diverse pathways for all students. This includes initiatives such as School-Based Apprenticeships and Traineeships (SBATS), vocational pathways, and apprenticeship opportunities that cater to various interests and career aspirations. By focusing on professional growth and providing clear pathways, we ensure that every student can reach their full potential and engage meaningfully with their education.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Pathways

### Resources allocated to this strategic direction

### Summary of progress

The Fitness Framework was added to our scope for implementation in 2025. Sadly, the Assistant Dance Teaching program has not been able to sustain student enrolment. Students enrolled in Vocational Education classes have remained consistent. Immersion in VET Pathways through a Taster Day experience prior to subject selection in the following year.

Acknowledgement of student attendance is held on a term basis with a reward celebration at the end of each term. The Welfare team is currently working on incentives for next year to lift the importance of sustained and deliberate attendance. Follow up with attendance has improved with the appointment of a new Home School Liaison Officer.(HSLO)

Online subject selection process resulted in a decline of informed decision making about careers, pathways and the alienation of parents in the decision making. Strong advice is to resume The Options 11 program that ran in past years.

Project Based Learning continues to be strong aspect to allowing students to engage in real life issues and to problem solve , create, innovate, and think critically. We have been engaged in the development of a pilot program

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Pathways</b> VET teachers undertake evidence based professional learning, focused on supporting students in gaining their competency	VET teachers engage in evidence-based professional learning to enhance their ability to support students in achieving competency in their respective courses. As part of this commitment, Michael Kybert and Maria Scott successfully retrained in Certificate III in Cookery to ensure they can continue delivering the Hospitality course. Additionally, Carl Smith undertook training in Retail Services, while Christopher Fais Ayon completed training in Entertainment. In the area of Fitness, both Ben Maguire and Alese Bottrill updated their qualifications. This ongoing professional development enables teachers to update and refine their skills, ensuring students can meet competency requirements at Certificate II and III levels. Furthermore, training new teachers is essential, as without the necessary qualifications, they would be unable to deliver the curriculum,



<p><b>Pathways</b>VET teachers undertake evidence based professional learning, focused on supporting students in gaining their competency</p>	<p>assess student competency, or meet industry standards. There are now 15 teachers who VET accreditation for a number of courses: Entertainment , Construction, Assistant Dance Teaching, Retail Services, Hospitality, Fitness, Information , Digital Technology. Furthermore in 2023 24% HSC students and in 2024 48% followed a VET pathway and increase of 24% .</p> <p>61% of students accepted University placements , 5% went to apprenticeships and 12 % accepted placements at TAFE or Private institutions</p>
<p><b>Attendance</b> The school community celebrates regular and improved attendance.</p>	<p>Improved attendance is acknowledged once per term during a whole school assembly. Parents are invited to attend and join in the celebration.</p> <p>The support provided by the Inclusive Schools and Disability (ISD) team to EALD (English as an Additional Language or Dialect) students within the classroom is instrumental in fostering an inclusive learning environment. Their tailored strategies and resources empower EALD students to enhance their language skills, engage more meaningfully with the curriculum, and build confidence in their communication abilities, ultimately contributing to their academic success and social integration. and in turn their attendance at school. Currently 50.5% of students attend school 90% of the time; Overall school attendance is 88.5% , .6% higher than SSG and .2% lower than the State</p> <p>54..3% of students attend 90% of the time which is above SSG and in line with State, while the Attendance rate was 87.9% above SSG and State. Since 2023 Attendance rate improved by .8% and Students attending 90% of time increased by 3.3%. In addition</p>

Funding sources	Impact achieved this year
Integration funding support	<p>Integration funding support (IFS) allocations support eligible students at Northmead Creative and Performing Arts High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of integration funds to assist students with learning needs has significantly enhanced the educational experience and outcomes for these students. By providing targeted support for learning and behaviour, we have fostered an inclusive environment that recognises and values the diverse abilities of all students.</p> <p><b>1. Enhanced Learning Outcomes:</b> The integration funds have been instrumental in implementing individualised learning plans, tailored resources, and specialised programs that address the unique academic challenges faced by students with learning needs. As a result, we have observed marked improvements in student engagement, motivation, and academic performance, leading to higher achievement levels across the board.</p> <p><b>2. Behaviour Support Implementation:</b> Dedicated behaviour support for learning support students has created a more conducive learning environment. Through the use of positive behaviour interventions and strategies, we have seen a decrease in disruptive behaviours, allowing for smoother classroom dynamics and increased focus on learning. This support not only benefits the individual students but also enhances the overall classroom experience for their peers.</p> <p><b>3. Stakeholder Collaboration:</b> The release time for Learning Support staff to liaise with carers and stakeholders has strengthened our collaborative approach to student support. This communication fosters a shared understanding of each student's needs and promotes a cohesive strategy among educators, families, and external agencies. Enhanced collaboration has led to more effective interventions and a stronger support network for students, ensuring they receive the resources and guidance necessary for success.</p> <p><b>4. Overall School Climate Improvement:</b> The use of integration funds has contributed to a more inclusive school culture, where all students feel valued and supported. This positive school climate encourages peer relationships, reduces stigma around learning differences, and promotes a sense of belonging among students with diverse needs.</p> <p>In summary, the strategic use of integration funds has had a profound impact on our students with learning needs, fostering their academic success and social-emotional well-being. Continued investment in these areas will ensure that we maintain our commitment to inclusivity and excellence in education for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Integration funding support</p>	<p>Implement a systematic approach to assess the effectiveness of current strategies and interventions. Regularly gather data on student progress and behaviour to identify areas for improvement. Utilise this data to refine individualised learning plans and adjust support strategies as needed. Provide ongoing training and professional development opportunities for teachers and support staff. This will equip them with the latest evidence-based practices in inclusive education, behaviour management, and differentiated instruction, ensuring they are well-prepared to meet the diverse needs of all students. expanding support services, such as access to occupational therapists, speech therapists, or mental health professionals. Collaborating with external agencies can provide additional expertise and resources to address the varied needs of students. Investigate and implement assistive technology tools that can further support students with learning needs</p>
<p>Socio-economic background</p> <p>\$121,777.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northmead Creative and Performing Arts High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Reading</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• professional development of staff through [program] to support student learning</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through [program] to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of socio-economic funding has made a significant impact on the educational experiences and outcomes for students from disadvantaged backgrounds within our school. By addressing the barriers associated with socio-economic disadvantage, this funding has facilitated enhanced access to resources, support, and opportunities that promote academic success and overall well-being.</p> <p><b>1. Improved Access to Educational Resources:</b> Socio-economic funding has enabled us to provide essential resources such as texts, school supplies, and technology to students in need. This increased access ensures that all students have the necessary tools to engage fully in their learning. As a result, we have seen greater participation in classroom activities and improved academic performance.</p> <p><b>2. Enhanced Academic Support Programs:</b> The funding has facilitated the implementation of academic support programs, such as tutoring and mentoring initiatives. These programs are designed to assist students who may struggle academically due to socio-economic challenges. The personalised support provided has led to noticeable improvements in student understanding, confidence, and achievement, particularly in core subjects such as literacy and numeracy.</p> <p><b>3. Increased Attendance and Engagement:</b> By addressing the barriers that contribute to absenteeism, such as a sense of belonging, cultural identity, financial stress, socio-economic funding has played a crucial role in improving student attendance rates. Initiatives that support school uniforms, and food (when necessary) have contributed to increased engagement, allowing students to participate more fully in their education and school community.</p> <p><b>4. Holistic Well-Being Initiatives:</b> The funding has also been utilised to implement programs that focus on the</p>

<p>Socio-economic background</p> <p>\$121,777.47</p>	<p>social-emotional well-being of students. Access to social skills workshops has provided crucial support for students facing personal challenges. This approach has fostered a positive school climate and improved students' resilience and coping strategies.</p> <p>5. Community and Family Engagement: Socio-economic funding has facilitated greater engagement with families and the community. By organising workshops and information sessions, we have empowered families to actively participate in their child's education and well-being. Strengthening these partnerships has led to a more supportive learning environment and enhanced communication between the school and families.</p> <p>In summary, the effective use of socio-economic funding has had a profound impact on our students, particularly those from disadvantaged backgrounds. By improving access to resources, providing targeted support, and fostering community engagement, we have created an inclusive environment that promotes academic success and overall well-being. Continued investment in these initiatives will ensure that we uphold our commitment to equitable educational opportunities for all students</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our next steps will be to further develop students cultural identity, belonging and attendance. Additionally we will work on developing cultural integration by encouraging staff to incorporate Aboriginal culture, history into school activities and curriculum where possible.</p>
<p>Aboriginal background</p> <p>\$17,698.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northmead Creative and Performing Arts High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The strategic allocation of Aboriginal funding for 25 students has profoundly impacted their educational experiences and outcomes, creating a more inclusive and supportive learning environment. This funding has been utilised to implement targeted initiatives that address the specific needs and aspirations of Aboriginal students, leading to significant improvements in engagement, academic achievement, and cultural connection.. It has resulted in improved attendance at school, increased student engagement in schooling; strengthened their cultural identity and improved their academic performance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to develop our initiatives to build all these important attributed of engagement, academic performance,cultural identity and continued improving attendance. In addition we will seek out more collaborative networks with and for our Aboriginal community in order to foster our students' success.</p>
<p>English language proficiency</p> <p>\$124,267.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northmead Creative and Performing Arts High School.</p>

English language proficiency

\$124,267.49

**Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:**

- Explicit Teaching of Reading
- Attendance

**Overview of activities partially or fully funded with this equity loading include:**

- provision of additional EAL/D support in the classroom and as part of differentiation initiatives
- additional staffing to implement Individual Educational Plans for all EAL/D students
- engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms

**The allocation of this funding has resulted in the following impact:**  
Impact Statement for Socio-Economic Funding Utilisation

The strategic allocation of socio-economic funding has made a significant impact on the educational experiences and outcomes for students from disadvantaged backgrounds within our school. By addressing the barriers associated with socio-economic disadvantage, this funding has facilitated enhanced access to resources, support, and opportunities that promote academic success and overall well-being.

**1. Improved Access to Educational Resources:**

Socio-economic funding has enabled us to provide essential resources such as textbooks, school supplies, and technology to students in need. This increased access ensures that all students have the necessary tools to engage fully in their learning. As a result, we have seen greater participation in classroom activities and improved academic performance.

**2. Enhanced Academic Support Programs:**

The funding has facilitated the implementation of targeted academic support programs, including tutoring and mentoring initiatives. These programs are designed to assist students who may struggle academically due to socio-economic challenges. The personalised support provided has led to noticeable improvements in student understanding, confidence, and achievement, particularly in core subjects such as literacy and numeracy.

**3. Increased Attendance and Engagement:**

By addressing the barriers that contribute to absenteeism, such as lack of transportation or financial stress, socio-economic funding has played a crucial role in improving student attendance rates. Initiatives that support transportation, school uniforms, and meals have contributed to increased engagement, allowing students to participate more fully in their education and school community.

**4. Holistic Well-Being Initiatives:**

The funding has also been utilised to implement programs that focus on the social-emotional well-being of students. Access to counselling services, mental health resources, and social skills workshops has provided crucial support for students facing personal challenges. This holistic approach has fostered a positive school climate and improved students' resilience and coping strategies.

**5. Community and Family Engagement:**

Socio-economic funding has facilitated greater engagement with families and the community. By organising workshops and information sessions, we have empowered families to actively participate in their child's education and well-being. Strengthening these partnerships has led to a more supportive learning environment and enhanced communication between the school and families.

In summary, the effective use of socio-economic funding has had a profound impact on our students, particularly those from disadvantaged backgrounds. By improving access to resources, providing targeted support,

<p>English language proficiency</p> <p>\$124,267.49</p>	<p>and fostering community engagement, we have created an inclusive environment that promotes academic success and overall well-being. Continued investment in these initiatives will ensure that we uphold our commitment to equitable educational opportunities for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refine further the IEPs for EALD students, look to establish a formal mentoring program that pairs an EALD student with a proficient English speaker to promote language practice and social integration.</p>
<p>Low level adjustment for disability</p> <p>\$217,350.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Northmead Creative and Performing Arts High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Reading</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Learning Support Teacher has made a remarkable impact on the academic and social development of identified students within the school community. Through her dedicated and tailored approach, she effectively addresses the unique learning needs of each student, fostering an inclusive environment where they feel valued and supported. Her expertise in differentiated instruction and her ability to build strong, trusting relationships with students have led to significant improvements in their engagement and confidence. Students have shown notable progress in their academic achievements, as well as enhanced social skills and emotional resilience.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engage in more professional development opportunities to stay up to date with latest research strategies in learning support, special education and differentiation. Foster collaboration with teachers to share insights and strategies to support identified students in mainstream, ensuring a cohesive approach to their learning. Create or curate additional resources and materials that align with student's learning needs and goals.</p>
<p>Professional learning</p> <p>\$97,779.26</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 procedures at Northmead Creative and Performing Arts High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• teacher relief for staff engaging in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The explicit teaching of reading, combined with small group tuition, has had a profound impact on students' literacy development. Through targeted</p>



<p>Professional learning</p> <p>\$97,779.26</p>	<p>instruction and personalised support, students have demonstrated significant growth in their reading skills, as evidenced by classroom assessments and ongoing progress monitoring. While NAPLAN results for these students exceeded those of both State and SSG schools, the anticipated trajectory of growth was not fully reflected in the NAPLAN outcomes. This discrepancy highlights the importance of continuous assessment methods and the need for a comprehensive approach to evaluating student progress. Overall, the focused intervention has been effective in enhancing reading proficiency, building a strong foundation for future academic success.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Design and implement additional targeted interventions for students who may not have shown expected growth, ensuring that specific needs are met through tailored support.  Increase communication with parents and the community about literacy development, providing resources and strategies to support reading at home.  Offer ongoing professional development opportunities for educators focused on effective reading instruction, assessment literacy, and data-driven decision-making.</p>
<p>Student Support Officer</p> <p>\$103,930.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Northmead Creative and Performing Arts High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The School Support Officer (SSO) has made a significant impact on the resilience and mental health of teenagers within the school community by effectively supporting the school counselling services. Through their dedicated efforts, the SSO provides essential resources and assistance to counsellors, ensuring that students receive comprehensive support for their emotional wellbeing. Additionally, by organising club-based activities during lunch breaks, the SSO fosters a sense of social cohesion among students, encouraging them to engage with one another in a positive and inclusive environment. These activities not only help develop vital social skills but also promote friendships and connections, contributing to a supportive school culture. The SSO's initiatives have played a crucial role in enhancing students' mental health and resilience, empowering them to navigate challenges with confidence and fostering a thriving school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Collaboration with External Agencies: Partner with local mental health organisations and community groups to provide additional resources, workshops, and support services that can benefit students.  Training and Professional Development: Provide ongoing training for the SSO in mental health first aid and adolescent psychology to enhance their ability to support students effectively.  Involve parents and the wider community in workshops or information sessions that focus on supporting teenagers' mental health and resilience at home.</p>

Small group tuition (SGT)

\$35,814.00

These funds have been used to support improved outcomes and the achievements of staff and students at Northmead Creative and Performing Arts High School

**Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:**

- Explicit Teaching of Numeracy Skills

**Overview of activities partially or fully funded with this targeted funding include:**

- engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting
- targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes
- employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists

**The allocation of this funding has resulted in the following impact:**

The implementation of small group tuition for Year 8 students in numeracy has yielded some positive outcomes in academic performance and student engagement. By providing targeted instruction tailored to individual learning needs, some students have experienced marked improvements in their understanding of key mathematical concepts and problem-solving skills. This focused approach has fostered a supportive learning environment where students feel comfortable asking questions and collaborating with peers, leading to increased confidence in their numeracy abilities. Assessments indicate some growth in student achievement.. Overall, the small group tuition initiative has enhanced some student numeracy skills but there needs to be a tightening of the program and the methods being used to enhance mathematical knowledge and understanding..

**After evaluation, the next steps to support our students will be:**

Conduct a thorough analysis of student performance data to identify specific areas where growth was evident and where students struggled to inform further tuition. Design and implement interventions for students who did not demonstrate growth, and focus on the gaps and challenges for the students. Review grouping and adjust groups ensuring groups have students with similar learning gaps and challenges. Ensure Formative Assessment is used to monitor student progress which will help with appropriate adjustments to be made.



# Student information

## Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	510	492	541	548
Girls	565	578	605	627

## Student attendance profile

School				
Year	2021	2022	2023	2024
7	92.5	88.2	92.5	92.1
8	88.6	87.9	87.8	89.9
9	87.5	84.6	87.7	87.6
10	86.8	84.7	83.4	86.5
11	85.4	83.8	85.7	83.4
12	84.8	82.1	87.0	85.5
All Years	87.8	85.5	87.6	87.7
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

## Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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	N/A	5.68	2
Employment		1.7	18
TAFE entry	1.05	3.4	12
University Entry	N/A	N/A	61
Other	N/A	N/A	5
Unknown	N/A	N/A	2

2% of HSC students in 2024 decided to take a GAP year before continuing with their studies.

## Year 12 students undertaking vocational or trade training

---

39.66% of Year 12 students at Northmead Creative and Performing Arts High School undertook vocational education and training in 2024.

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

---

93.4% of all Year 12 students at Northmead Creative and Performing Arts High School expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	60.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	16.97
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	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 six student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
<b>Opening Balance</b>	1,310,598.89
<b>Revenue</b>	15,795,533.62
Appropriation	14,626,199.93
Sale of Goods and Services	22,802.61
Grants and contributions	1,005,110.44
Investment income	72,727.89
Other revenue	68,692.75
<b>Expenses</b>	-14,622,098.62
Employee related	-13,497,839.58
Operating expenses	-1,124,259.04
<b>Surplus / deficit for the year</b>	1,173,435.00
<b>Closing Balance</b>	2,484,033.89

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.

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	273,807
<b>Equity Total</b>	481,094
Equity - Aboriginal	17,698
Equity - Socio-economic	121,777
Equity - Language	124,267
Equity - Disability	217,351
<b>Base Total</b>	12,551,652
Base - Per Capita	198,015
Base - Location	0
Base - Other	12,353,637
<b>Other Total</b>	764,761
<b>Grand Total</b>	14,071,314

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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.

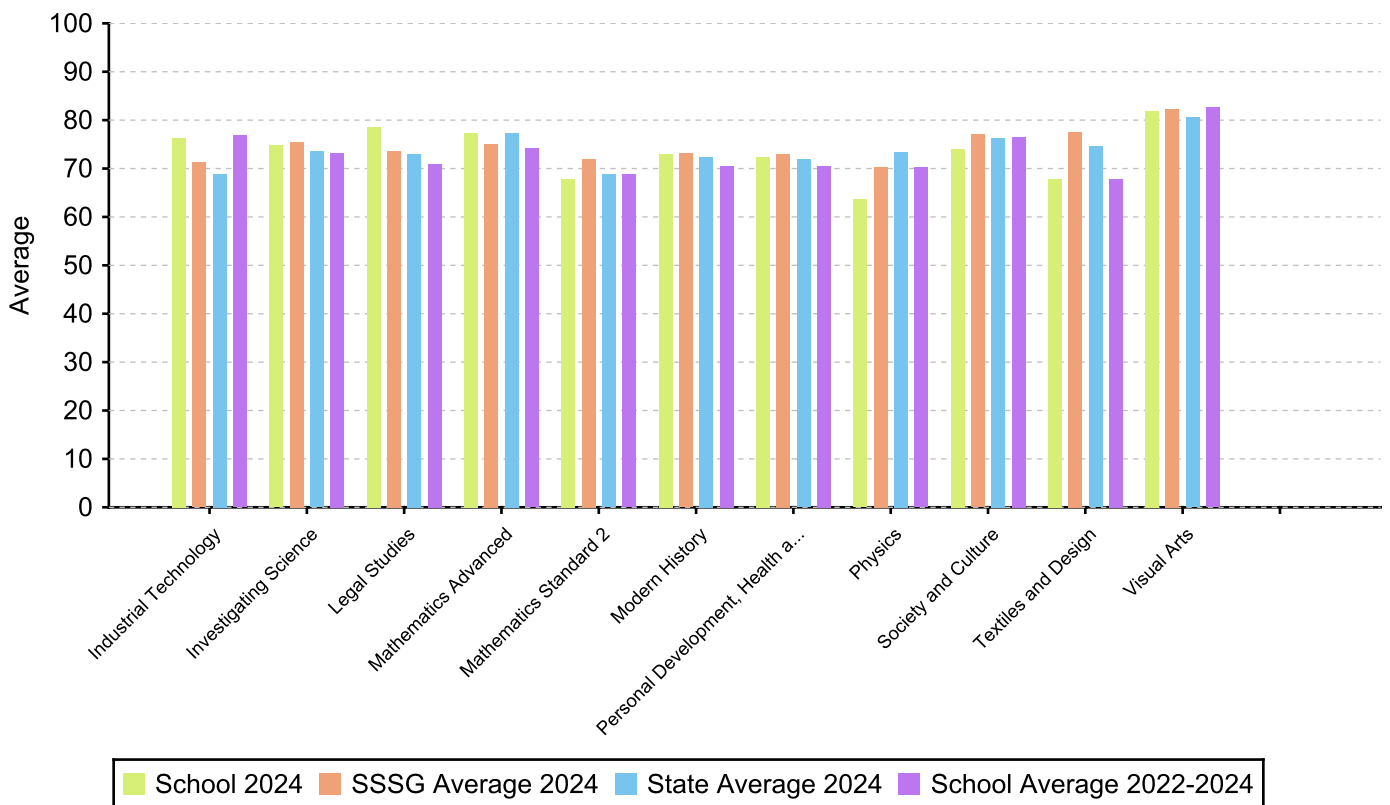
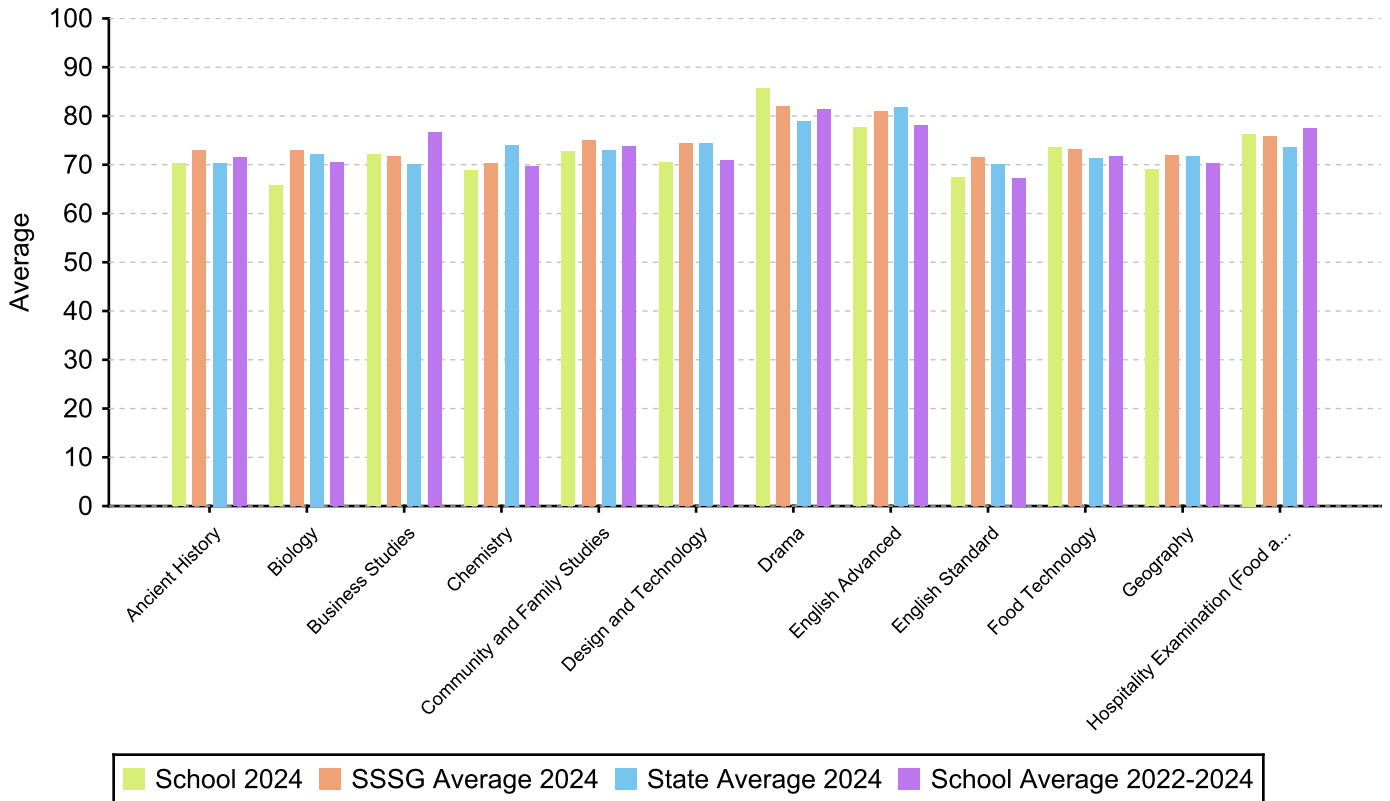
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2024</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2022-2024</b>
Ancient History	70.2	72.9	70.4	71.6
Biology	65.7	72.9	72.2	70.5
Business Studies	72.1	71.7	70.1	76.6
Chemistry	68.9	70.3	73.9	69.6
Community and Family Studies	72.8	74.9	72.9	73.8
Design and Technology	70.5	74.3	74.4	70.8
Drama	85.7	81.9	78.8	81.3
English Advanced	77.7	80.8	81.7	78.1
English Standard	67.3	71.5	70.1	67.3
Food Technology	73.6	73.2	71.3	71.6
Geography	69.1	71.9	71.8	70.2
Hospitality Examination (Food and Beverage)	76.3	75.8	73.5	77.4
Industrial Technology	76.3	71.2	68.8	76.8
Investigating Science	74.8	75.5	73.5	73.3
Legal Studies	78.6	73.6	73.0	71.0
Mathematics Advanced	77.3	75.1	77.3	74.1
Mathematics Standard 2	67.9	72.0	68.8	68.8
Modern History	73.0	73.1	72.4	70.6
Personal Development, Health and Physical Education	72.4	73.1	71.8	70.6
Physics	63.6	70.4	73.4	70.2
Society and Culture	74.1	77.1	76.3	76.5
Textiles and Design	67.8	77.5	74.6	67.8
Visual Arts	81.9	82.3	80.6	82.6



## Parent/caregiver, student, teacher satisfaction

The school has made use of the Department of Education's Tell Them From Me survey facility for a number of years and draws the data extracted from the results. Parents receive information from the school via the 'parent portal' (SENTRAL), and the school website. These are vital tools in the communication between the school and its parent community. Through SENTRAL parents have access to their child's timetable, assessment schedules, curriculum handbooks, attendance record, academic reports, NAPLAN results and school newsletter. In 2024 the percentage of parents accessing information was 97.06%.

.In 2024, there was an upward trend in parent satisfaction with the school, the percentage of parents accessing information From SENTRAL was 97.06%. while TTFM data 100% of respondents said that they felt comfortable raising concerns with staff; 83% of parents have spoken with teachers regarding their child's learning or behaviour and 53% had spoken more three times; 50% had attended meetings at school more than 3 times while 79% had attended once.79% of parents said they would recommend Northmead CAPA High School, with 77% of parents satisfied with communication and 85% of parents would support their child's choice to pursue VET courses. Staff were surveyed both through the Tell Them From Me facility and an independent internal survey. The teaching staff report that their role is more complex. from previous years. As they work to meet departmental accountabilities, implement new curriculum and school documentation requirements and provide diverse opportunities for students, there is still a growing sense of overload.

# 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.

## 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.

## 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.